DOCUMENT RESUME

ED 204 997 EC 133 575

TITLE A Training Program in Special Physical Education for SEA [State Education Agency] Directors of Physical Education and Special Education. Final Report.

INSTITUTION American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).: National Association of State Directors of Special Education, Washington, D.C.: National Consortium on Physical Education and Recreation for the Handicapped, Washington, D.C.: Society of State Directors of Health, Physical Education and Recreation, Kensington, Md.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

PUB DATE Jul 79

GRANT G007603204

NOTE 141p.

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS *Compliance (Legal): *Disabilities: Elementary Secondary Education: Needs Assessment: *Physical Education: Program Development: *Recreation: *State Departments of Education

ABSTRACT

The final report reviews achievements of a 30 month project to assist State Education Agencies (SEAs) in implementing physical education and recreation components of federal law (the Education for All Handicapped Children Act and the Rehabilitation Act of 1973). To develop comprehensive special physical education SEA plans, competencies of SEA Directors of Physical Education and SEA Directors of Special Education are listed. Legal requirements are analyzed. Fifty-six project training activities are summarized, and regional conferences on state planning in physical education for the handicapped are discussed. Results of a national needs assessment in physical education and recreation are analyzed. Among recommendations are that special incentive grants be awarded to State Education Agencies to develop inservice and preservice preparation programs in physical education for the handicapped. Three appendixes conclude the document, including questions and answers about the implementation of P.L. 94-142 and a sample needs assessment survey instrument. Not included from the original document are appendixes on the agenda and participation of the National Steering Committee meeting, the agenda and participation of the National Conference of SEA Directors, various evaluation results and forms, lists of workshop participants and sample letters received from them, and copies of Project Update. (CL)

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FINAL REPORT

GRANT NO. G007603204

A TRAINING PROGRAM IN SPECIAL PHYSICAL EDUCATION FOR SEA DIRECTORS OF PHYSICAL EDUCATION & SPECIAL EDUCATION

July

submitted by

National Consortium on Physical Education
and Recreation for the Handicapped

July, 1979

The project reported herein was performed pursuant to a grant with the Bureau of Education for the Handicapped, U. S. Office of Education, Department of Health, Education and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, however, necessarily represent official Office of Education position or policy.

OCT 2 0 1980

INTRODUCTION

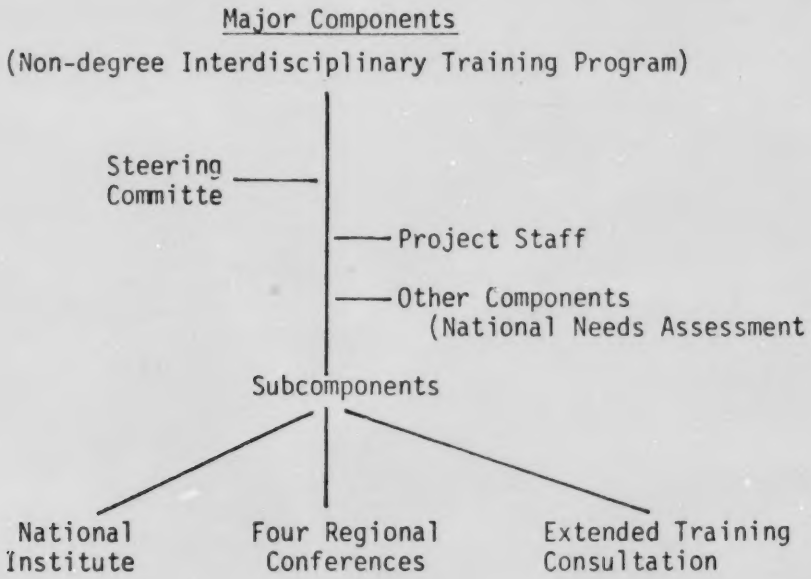
This is the final report of a 30-month special training project entitled "A Training Program in Special Physical Education for SEA Directors of Physical Education and Special Education." The project, funded by the Division of Personnel Preparation, Bureau of Education for the Handicapped, was awarded to the National Consortium on Physical Education and Recreation for the Handicapped in cooperation with the National Association of State Directors of Special Education, the Society of State Directors of Health, Physical Education and Recreation, and the Adapted Physical Education Academy of the National Association of Sport and Physical Education.

The goal of the project was to assist State Education Agencies (SEAs) in implementing the physical education and recreation components of P.L. 94-142 and Section 504 of P.L. 93-112, The Rehabilitation Act of 1973. It was imperative to provide special assistance to the SEAs which for the first time were confronted with federal legislation requiring physical education services for all handicapped children in America. By definition, P.L. 94-142 includes physical education as a component of special education. The final regulations in part state, "Physical education services, specially designed if necessary, must be made available to all handicapped children receiving a free appropriate public education."

PROJECT COMPONENTS, GOALS & OBJECTIVES

The goal of this project was accomplished through the completion of a series of inservice training programs aimed at those with major physical education program responsibility, namely the SEA Directors of Special Education and the SEA Directors of Physical Education.

The major and minor elements of this project related directly to the accomplishment of the project goal---the establishment of quality physical education programs for all handicapped children through the development of comprehensive SEA special physical education plans. Specifically, this goal was accomplished through a national in-service training program directed toward the SEA directors of physical education and the SEA directors of special education. The components, subcomponents and other components are indicated below followed by a brief description of the activities:



Non-degree Interdisciplinary Training Program

The population of trainees were the SEA directors of physical education and the SEA directors of special education. Although this was the target population, other interdisciplinary professionals were trained during the activities of the subcomponents, particularly during the extended training and consultation.

National Needs Assessment

The project staff completed a study of the physical education and recreation components of P.L. 94-142in all the states and territories. The study focused on what SEA directors viewed as the present state of the art and what they saw as future needs. The study was designed for comparison between existing and preferred programs. The results of this study are contained in this report.

Select National Institute

A Select National Conference of SEA Directors was held at Gull Lake, Michigan, September 19-23, 1976. A full report of the conference is contained in this report.

Four Regional Conferences

Four regional conferences were held during the second and third year of the project:

Southeast Regional Conference - June 23-25, 1977
Hilton Inn Gateway, Orlando, Florida
Coordinator - Dr. Ernest Bundschuh

Northwest Regional Conference - November 6-8, 1977
Salishan Lodge, Gleneden Beach, Oregon
Coordinator - Dr. John Dunn, Oregon State University

Southwest Regional Conference - December 7-9, 1977
Scottsdale Conference Center, Scottsdale, Arizona
Coordinator - Dr. Claudine Sherrill, Texas Woman's University

Northeast Regional Conference - September 14-15, 1978
Fawcett Center for Tomorrow, Ohio State University,
Columbus, Ohio
Coordinators - Dr. Thomas Stephens, Dr. Walter Ersing,
The Ohio State University

Extended Training and Consultation

An ongoing function of the project was to assist states, associations and organizations in the implementation of the physical education and recreation components of P.L. 94-142. To this end, the staff conducted a series of special training sessions for SEA personnel and other interested organizations and associations. A listing of these sessions is contained in the methodology section of this report.

The Problem

On the basis of reports in 1973, by the Bureau of Education for the Handicapped, it was estimated that less than 20 percent of schools are offering physical education to handicapped children. It was further estimated that 80 percent of the schools offering education services to handicapped children had totally inadequate physical education services.

State Education Agencies are responsible for insuring that all education programs within the state for handicapped children are carried

out, including all such programs administered by any state or local agency. It was found that there were limited state leadership personnel available to design and implement programs in physical education for the handicapped. SEA personnel had broad and diverse responsibilities and rarely had the time or money available to this area. P.L. 94-142 places the responsibility of physical education programming on the individual SEAs, and the final responsibility rests with the SEA Directors of Special Education.

Goals and Objectives

The goal of this project was to establish a quality physical education program for all handicapped children through the development of comprehensive special physical education SEA plans. Specifically, this goal was accomplished through an interdisciplinary in-service training program directed toward the SEA Directors of Physical Education and the SEA Directors of Special Education.

Basic to the accomplishment of the goal is the facilitation of communication and cooperation between SEA representatives concerned with and responsible for special physical education programs. The following objectives needed to be completed to attain the project goal:

- Assist SEA personnel in developing administrative skills in administering physical education programs
- Promote articulation regarding special physical education programming with other disciplines

- Assess the current and projected need relating to special physical education
- Assist in the development of SEA plans for special physical education
- Provide extended training to SEAs and LEAs
- To evaluate the effectiveness of the inter-disciplinary training program

Competencies

SEA Directors of Physical Education and SEA Directors of Special Education apply general principles of administration to a wide gamut of programs including specialized areas such as physical education for the handicapped. For this reason, no performance goals employing special knowledge, competencies, and understanding in special physical education have been considered appropriate or necessary to SEA personnel previously. It is, however, necessary that the SEA Directors develop specific competencies, special skills, and additional knowledge about special physical education in order for them to function in their roles. The following is a list of competencies that were desired outcomes of this special project:

- Formulate program policies for special physical education to include writing and reviewing policy statements

- Identify and provide resources to insure proper placement of trained personnel.
- Develop and utilize criteria for evaluating teacher performance and professional growth.
- Establish lines of interagency communication.
- Interpret and/or describe programs for concerned persons and groups.
- Coordinate efforts of cooperating groups/individuals concerned with special physical education at the state level.
- Direct and assist resource personnel in planning, implementing and evaluating programs.
- Select, design and coordinate use of supplies, equipment, facilities and materials at the state level.
- Identify and analyze potential problems relating to funding and staffing programs.
- Direct and assist in the implementation of mainstreaming of handicapped children in regular physical education classes.

PROJECT RATIONALE

It was obvious from the start that the task of providing these services was difficult at best. A great deal of confusion and frustration developed among SEA personnel relative to the physical education and recreation components of the law. Initially, basic questions needed to be answered and final regulations had to be interpreted. After this initial familiarization, assistance was required to help implement programs for all handicapped children. The onus for providing this much needed assistance was placed on the special training project of the National Consortium on Physical Education and Recreation for the Handicapped with help from the cooperating agencies.

The following is a brief description of the law and regulations and is intended to provide the reader with a basic description of the importance of physical education to SEA personnel.

Review of P.L. 94-142

The recent emphasis on physical education reflected in Federal legislation for the handicapped has found those responsible for the education of handicapped children unprepared to fully implement the legislation. Highlights of the legislative history of one major piece of legislation (P.L. 94-142) are chronologically reported to assist the reader in understanding the legislative mandates relative to physical education and its applicability for this special training project.

The history of Federal legislation for the handicapped is long and fragmented. Initiation of significant funding assistance to state educational agencies for expanding and developing educational programs

for the handicapped was begun with the Title VI Amendments to the Elementary and Secondary Education Act of 1965. This Title VI amendment introduced specific legislation and authorized token appropriations for assisting local education agencies in project and program development for handicapped children.

The Conference Report on the Education for All Handicapped Children Act of 1975 was passed on November 18, 1975 in the U.S. House of Representatives by a vote of 404 yeas to 7 nays. The report also passed the Senate by an overwhelming majority, 87 yeas to 7 nays, reflective of broad public support. On November 28, 1975, President Ford signed the act into Public Law 94-142. The final regulations were completed in August, 1977 and provide the rules and regulations for implementation of P.L. 94-142.

According to P.L. 94-142, the term "Free Appropriate Public Education" means special education and related services which have been provided at public expense, under public supervision and direction, and without charge, and which meet the standards of the state educational agency to include an appropriate pre-school, elementary, or secondary school education which is provided in conformity with the individualized education program required under the law.

Special treatment given to physical education in this law is demonstrated in various components of the above definition. First, special education is defined as specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education,

home instruction, and instruction in hospitals and institutions. A careful examination of the definition of special education reveals that physical education is the only curriculum area mentioned specifically in the law. The Assistance to States Division of the Bureau of Education for the Handicapped reported in 1975 that questions have arisen as to why physical education services were given special attention in the law and regulations. The justification is in conformity with Congressional intent as stated in the House of Representatives Report No. 94-332, page 9 (1975):

> "The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specifically designed where necessary, to be provided as an integral part of the educational program of every handicapped child."

Special education must be provided for all handicapped children, and physical education is an integral part of that special education. Physical education, as defined in the final regulations (Federal Register, August 23, 1977), "...means the development of: (A) physical and motor fitness; (B) fundamental motor skills and patterns; and (C) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). (ii) The term includes special physical education, adapted physical education, movement education, and motor development."

The individual education program (IEP) for each handicapped child is a major component of P.L. 94-142. Each state and local educational agency shall insure that free appropriate public education includes an

individualized education program for each handicapped child regardless of what institution or agency provides special education or related services to the child.

On October 1, 1977, and at the beginning of each school year, each public agency shall have in effect an IEP for every handicapped child who is receiving special education from that agency. Each public agency shall initiate and conduct meetings to periodically review each child's IEP and, if appropriate, revise its provisions. A meeting must be held for this purpose at least once a year.

The IEP must include a statement of specific educational services to be provided to the child, including:

1. a statement of the child's present level of educational performance;
2. a statement of annual goals, including short term instructional objectives;
3. a statement of specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;
4. the projected dates for initiation of services and the anticipated duration of the services; and

5. appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

It has become increasingly evident that the special treatment given to physical education as a direct service under this law is the basis for considerable concern for State Education Agency (SEA) personnel. The Bureau of Education for the Handicapped (BEH) personnel preparation division in 1973 estimated that less than 20 percent of schools were offering physical education services to handicapped children. It was further estimated that 80 percent of the schools offering education services to handicapped children had totally inadequate physical educatio- services.

The key to the physical education involvement is contained in Section 121a.307 of the final regulations in which it is stated that:

(a) General

Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) Regular Physical Education

Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children, unless:

1. the child is enrolled full-time in a separate facility; or

2. the child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) Special Physical Education

If specially designed physical education is prescribed in a child's individual education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) Education in Separate Facilities

The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall take steps to insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

A comment in the final regulations follows related to the importance of physical education. The Report of the House of Representatives on P.L. 94-142 includes the following statement regarding physical education:

> Special education as set forth in the committee bill includes instruction in physical education which is provided as a matter of course to all non-handicapped children in public elementary and secondary schools. The committee is concerned that although these services are available to, and required of, all children in our school systems, they are often viewed as a luxury for handicapped children.

The final regulations contain a comment to further circumscribe the role of physical education in P.L. 94-142 (Federal Register, Vol. 42, No. 163, p. 42507, August 23, 1977):

Comment. Some commenters felt that the section on physical education (PE) needed to be clarified, particularly the conditions under which a handicapped child would not be required to participate in the regular PE program (e.g., the child (a) is enrolled full time in a separate facility, (b) needs specially designed PE, or (c) the parents and agency agree that the child should not participate). The main concern dealt with the parent-agency agreement, because it appeared to provide a loophole in which a child would not be required to participate in any PE activity.

Response. The statement on parent-agency agreement was deleted. With this change, a handicapped child attending a regular school would participate in the regular PE program, unless the child needs specially designed PE as prescribed in his or her individualized education program. Parent-agency agreement is inherent in the development of a child's IEP. The decision as to whether the child should be in the regular PE program or receive specially designed PE is made in the IEP meeting in which the parent and agency personnel are represented.

It should be noted that every handicapped child would participate in some type of PE activity. Specially designed PE could involve arrangements for a child to participate in some individual sport of physical activity (e.g., weight lifting, bowling, or an exercise or motor activity program).

Probably the most significant impact of both the individual state mandated programs and P.L. 94-142 will not occur with special educators, but in fact, with the regular elementary and the physical education teacher and with support personnel. Therefore, if any programs are to become effective, several critical issues appear evident:

1. Preservice and inservice efforts must be initated for physical education teachers and regular classroom teachers in the recognition, identification, and programming for exceptional children.

2. There must be shared planning between administrators, parents, elementary special education teachers, physical education teachers, regular education teachers, and other support personnel.

3. A systematic approach to collecting support data must be developed in order to eventually determine the merits of such planning and programming.

4. Need by physical education teachers, regular education teachers, and special education teachers to become more skilled in individual assessment and program planning in order to provide appropriate overall planning for these children.

In an informal memorandum (October, 1976) giving an overview of both the Bureau of Education for the Handicapped and the Division of Innovation and Development, Dr. Garry L. McDaniels, DID Director, listed the following six objectives:

- To assure that every handicapped person received an appropriately designed education;
- To assist the states in providing educational services to all handicapped persons;

- To assure that all handicapped youngsters leaving school have had career educational training relevant to the job market, their career aspirations, and their fullest potential;
- To assure that all handicapped pupils have teachers and other resource persons trained in the particular skills required to help them achieve their full potential;
- To secure the enrollment of handicapped children of preschool age in educational and day care programs;
- To encourage additional educational programming for severely handicapped children toward enabling them to become as independent as possible.

Inservice training, according to P.L. 94-142, means any training other than that received by an individual in a full time program which leads to a degree. It seems important to briefly review at this point the major emphasis at the Federal level on inservice training programs.

Each State Annual Program Plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes:

(a) The inservice training of general and special educational instructional, related services, and support personnel;

(b) Procedures to insure that all personnel necessary to carry out the purposes of the act are qualified, and that activities sufficient to carry out this personnel development plan are scheduled; and

(c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through these projects.

The State Education Agency (SEA) must insure that all public and private institutions of higher education in the state which have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

Since a major percentage of the nation's handicapped population are without appropriate special educational programs, the problem is what can special education do to form close working relationships with regular education, to determine options pertaining to training, to share responsibilities, and to identify current technology and management systems that have proven effective in providing services to the handicapped.

Institutions of higher education, local education agencies and the State Department of Education are struggling with the problem of providing adequate training opportunities and models to support and implement new alternatives for special education. The emerging designs for delivery of special education services are part of a refashioning of the total educational system. The changing environment of the schools is creating new interface problems for both special and regular educators. Both groups are looking for the common competencies that teachers need to possess. No longer is the training of teachers or special personnel clearly the province of one group or the other.

The changing role of the teacher--from operating solely in self-contained classrooms to participating in teams and from a dispensor of information to facilitator or advisor--has presented a series of new challenges: To teachers who need new and different competencies; to institutions of higher education as to how to identify the new training needs and how to facilitate the acquisition of them; and to state and local educational administrators to permit the flexibility in organizational patterns to allow these changes to take place.

The mandated and moral responsibility for providing appropriate educational programs for all handicapped children and youth requires the efforts of educators, advocates, and legislators and also must include public and private agencies, professional and lay organizations, interest groups, parents, the courts and taxpayers.

There are teachers and other personnel presently on the job who are not properly certified or trained. There is the need for newly trained teachers in certain areas of programming for the handicapped including physical education. Administrative and teaching personnel need to constantly update and upgrade their skills. These are only a few of the problems facing today's educators.

All of this raised a number of questions and considerations for the SEAs. What is the extent of the need for trained personnel? What types of personnel are needed and where are the needs most prevalent? Who is best equipped to best provide what type of training and where? And finally, but first and foremost, how can the state best coordinate its human and monetary resources to meet the total gamut of training needs?

It became immediately obvious that there must be cooperative and systematic planning to address the total problem and to accomplish the desired results. This requires that all of the state's resources, whether human or financial, be brought together in a planned and coordinated fashion. The cooperative efforts of the National Consortium on Physical Education and Recreation for the Handicapped, the Adapted Physical Education Academy of the National Association of Sport and Physical Education, and the National Association of State Directors of Special Education provided the basis for addressing the physical education inservice needs of SEA personnel.

APPROACH

The Special Training Project developed a very close working relationship with the associations most directly related to the project activities. The State Education Agency Directors of Special Education have prime responsibility for the development and implementation of state plans for P.L. 94-142. The project staff shared office space with their national association (National Association of State Directors of Special Education (NASDSE)) office on the 6th floor of the National Education Association building in Washington, D.C. This close relationship was of prime importance to maintaining a daily articulation with the NASDSE staff and membership. Many cooperative projects were accomplished. Drs. Wilson and Schipper of the NASDSE staff served on the project steering committee and were a part of the project training team.

Daily cooperation was maintained with the Adapted Physical Education Academy of the National Association for Sport and Physical Education (APEA), also a resident unit of the 6th floor of the NEA building. Project Director, Dr. William Chasey, served as President of the Academy, and steering committee member, Dr. Lane Goodwin, was also President of the Academy during the Project Period. Dr. David Auxter also represented the APEA on the steering committee.

Mr. Robert Holland and Ms.Wanda Jubb served on the project steering committee representing the Society of State Directors of Health, Physical

Education and Recreation (SSDHPER). A close working relationship with this organization was maintained throughout the project.

The project received enthusiastic support from other organizations and groups concerned with the education of handicapped children.

Steering Committee Recommendations

During the first steering committee meeting held in Washington, D.C. in July, 1976, the following recommendations were made to the project staff:

1. Increase the number of participants at the Select National Conference in Gull Lake, Michigan in order to broaden the scope of the training model.
2. Increase the number of scheduled regional conferences during the second year from three to four.
3. Increase the training effort by adding more joint training sessions with other organizations interested in the education of handicapped children.
4. Develop and produce a slide presentation on the physical education and recreation implications of P.L. 94-142 for use in training sessions.
5. Develop a manual for dissemination based on the regional conferences.

6. Co-produce a publication with NASDSE related to the most frequently asked questions about P.L. 94-142.

7. Conduct training workshops for groups interested in physical education and recreation for the handicapped and P.L. 94-142.

Additional funds were requested and provided for these new activities through a supplemental grant.

SUMMARY OF TRAINING ACTIVITIES

From the beginning of the project, the staff was actively involved in conducting numerous training sessions relative to the physical education and recreation implications of P.L. 94-142. These training sessions included not only original project components, such as the Select National Institute, but also additional sessions which were considered appropriate and within the project work scope. These additional sessions were planned as a result of the enthusiastic support of the project by the cooperating associations, the target training group (State Directors of Special Education and Physical Education), and other organizations committed to the education of handicapped children.

Regional Resource Center Consumers' Conference - June 17-18, 1976

The staff participated in a Regional Resource Center Consumers' Conference sponsored by NASDSE in Denver, Colorado. Participants received an orientation to the physical education and recreation implications of P.L. 94-142 and the project goals and objectives. The need for strong

cooperative efforts between State Directors of Special Education and State Directors of Physical Education to respond to the mandates of the law was emphasized. Thirty conferees were present, representing various levels of state education department involvements and included 14 State Directors of Special Education. The conferees offered immediate and positive support for the project activities.

Community Models National Institute - July 7-9, 1976

The project staff participated in a National Institute on Models for Community-Based Recreation for Handicapped Children and Youth conducted by the Department of Recreation of the University of Iowa in Iowa City. The purpose of this institute was to develop exemplary models for the delivery of community recreation services for handicapped children and youth. Approximately 50 persons, representing key national programs and projects, were in attendance. The project staff provided guidance by interpretating P.L. 94-142 and stressing implications therein for interagency cooperation in the delivery of recreation services to handicapped children through community recreation programs. Additionally, a formal presentation of the project goals and objectives was video-taped for use in replication institutes.

Steering Committee Meeting - July 14-16, 1976

Seventeen steering committee members and guests participated in the first project steering committee meeting on July 14-16 in Washington, D.C. All activities of the project were under the direct guidance of this committee and the following agenda items were discussed:

1. Select National Conference

2. National Needs Assessment

3. Regional Conferences

4. Extended Consultation and Evaluation

Appendix A contains the training materials used during this meeting, a participant list, plus a report of the meeting prepared by Dr. Ernest Bundschuh and Dr. Lane Goodwin. The following is a list of Steering Committee members:

National Consortium on Physical Education and Recreation for the Handicapped

Leon E. Johnson, Ed.D.
Ernest Bundschuh, Ph.D.

National Association of State Directors of Special Education

William V. Schipper, Ph.D.
William C. Wilson, Ph.D

Society of State Directors of Health, Physical Education and Recreation

Wanda Jubb, State Director, Michigan
Robert Holland, State Director, Ohio

Adapted Physical Education Academy - NASPE

David Auxter, Ph.D.
Lane A. Goodwin, Ph.D.

National Therapeutic Recreation Society

David C. Park

National Advisory Committee on the Handicapped

Janet Wessel, Ph.D.

Ex-Officio Members:

William C. Chasey, Ph.D., Project Director
W. Kay Ellis, Project Coordinator
James R. Galloway, Ph.D., Executive Director, NASDSE
Roswell D. Merrick, Ed.D., Executive Director, NASPE
Simon McNeely, Executive Director, SSDHPER

American Psychological Association - September 3, 1976

The project staff attended the American Psychological Association meeting held in Washington on September 3, 1976. The major emphasis of the meetings attended dealt with legislative matters related to handicapped persons. The staff interacted with various subgroups of APA relative to physical education assessment of handicapped children.

Project Aquatics Mainstreaming (PAM) Conference - September 8-9, 1976

As a part of the efforts of the project staff to maintain a close working relationship with other major projects, the staff met with the PAM advisory committee in Washington, D.C. in early September, 1976. The project staff provided guidance to the committee in their regional conference planning relative to P.L. 94-142 and the role of SEA personnel. In addition, the special training project worked closely with Project PAM in designing a two-day mainstreaming conference held in Seattle, Washington in March, 1977.

Select National Conference - September 17-19, 1976

A major subcomponent of the project during the first 12 months was a Select National Conference which was held at the Michigan State University Biological Science Center at Gull Lake, Michigan. Regionally

selected SEA Directors of Special Education and SEA Directors of Physical Education met with the project staff and steering committee to further the project goals.

The purpose of the institute was to respond to the physical education and recreation implications of P.L. 94-142 and how they can be implemented in SEA state plans. All training materials were used extensively according to the institute agenda to achieve the below listed objectives:

1. Encourage knowledge of physical education for the handicapped with regular physical education and special education.
2. Open and improve lines of communication with special education personnel.
3. Assist in the further development of the needs and resource instrument by providing valuable regional information that may have been previously overlooked.
4. Evaluate and use the training manual to develop tentative state plans which will be utilized during the regional institutes.
5. Formalize plans for the four regional institutes.
6. Involve State Directors of Special Education and State Directors of Physical Education in articulation with physical education and recreation specialists for the handicapped (National Consortium members).

The trainees worked extensively in regional work groups on the development of state plan models and identification of needs and resources endemic to their regions. Close working relationships between the directors were developed with a commitment to continue working closely together to insure the success of the regional institutes and overall project.

An extensive evaluation of conference activities was conducted. Each training session or activity was evaluated by the participants on a specially designed form. In addition, the entire conference was evaluated at the conclusion of the conference on a separate form designed for that purpose.

A participants list, copies of training materials used, and the training manual are contained in Appendix B. Results of the conference evaluation are included in Appendix C.

Society of State Directors of Health, Physical Education and Recreation Annual Conference - September 19-23, 1976

The opportunity for the project staff to articulate with virtually all of the State Directors of Physical Education was provided during the annual meeting of the Society of State Directors of Health, Physical Education and Recreation in September at Gull Lake, Michigan. The staff conducted a training session on P.L. 94-142 for approximately 50 SEA

Directors of Health, Physical Education and Recreation. A list of participants is contained in Appendix D.

National Consortium on Physical Education and Recreation for the Handicapped Annual Conference - September 23-25, 1976

A special two hour training session on P.L. 94-142 was conducted for members of the National Consortium on Physical Education and Recreation for the Handicapped by the project staff during the NCPERH annual conference at Bowman's Lodge, Mt. Hood, Oregon in September, 1976. The major emphasis was on how members could make impact on SEA and LEA programs nationwide. Seventy-five members of the Consortium were in attendance.

National Association for Sport and Physical Education (NASPE) Cabinet Meeting - October 1, 1976

Dr. Chasey has made two formal reports concerning the project activities to the Cabinet of the NASPE, the largest association within the American Alliance for Health, Physical Education and Recreation. The major emphasis was on the role that the Adapted Physical Education Academy had in the structure of the grant. Continued support for the project activities was advanced by the Cabinet.

National Recreation and Park Association Annual Congress - October 16-19, 1976

A presentation was made as a part of the National Consortium on Physical Education and Recreation for the Handicapped meeting held in Boston, Massachusetts. The emphasis of this program was on the implications for recreation in P.L. 94-142. There were approximately 35 persons present at this session.

National Association of State Directors of Special Education Annual Meeting - October 25-28, 1976

Dr. Chasey had the opportunity to articulate both formally and informally with all of the State Directors of Special Education attending their annual meeting in Annapolis in October, 1976. After a formal presentation of project activities, Dr. Chasey was able to spend time with each director and received endorsement for the components of the project and commitments for future individual involvement. During the same meeting, Mr. Herb Nash, Special Education Director of Georgia and a member of the NASDSE Board of Directors, emphasized the need for mutual special education/physical education planning and implementation in state plans as outlined in P.L. 94-142. There were approximately 120 persons in attendance at this meeting.

Higher Education Consortium in Special Education (HECSE) - November 3-5, 1976

Dr. Chasey presented a training session to the members of HECSE during their annual meeting in Kansas City, Missouri. Thirty-five chairpersons of major departments of special education were in addendance. After a brief overview of the project activities, a general period of discussion concerning the physical education and recreation aspects of the law ensued. The group recommended that various HECSE members be involved in the four regional conferences during the second year of the project. All parties involved saw the need for continued mutual articulation between the two organizations.

Special Consumer Evaluation Conference - AAHPER Information and Research Utilization Center - November 8, 1976

A close working relationship evolved between the NCPERH special project and the IRUC special project. Because similiarities exist between these projects, the staffs met monthly to coordinate activities and future directions.

Dr. Stein, IRUC project director, has attended most activities of the Consortium project. Dr. Chasey serves on the planning committee for IRUC's Special Consumer Evaluation Conference. Dr. Chasey provided input to the first planning committee meeting held in Washington, D.C. in November, 1976.

Maryland Therapeutic Recreation Society Annual Meeting - November 9, 1976

A one-hour presentation entitled "Equal Rights for the Handicapped--- Now It's the Law" was made by the project staff at the Maryland Rehabilitation Center in Baltimore, Maryland in November. Approximately 50 persons attended the session. The major emphasis of the meeting was on recreation as a related service as outlined in P.L. 94-142.

Mid-East Conference on Physical Education and Recreation for Handicapped Children - January 25-26, 1977

An extensive presentation by the project staff on P.L. 94-142 comprised a significant part of this conference sponsored by the Mid-East Regional Resource Center. The State Directors of Special Education and the State Directors of Physical Education, plus additional SEA staff

members, from each Mid-East state were in attendance. One of the conference objectives was to stimulate planning by the SEA's for conducting similar individual state workshops. At the conclusion of this conference, the project staff assisted with action planning by the representative states.

recommendations regarding the status of present programs and the direction of future programs for the handicapped as they relate to state training needs in physical education. (A copy is included in Appendix G.)

National Symposium on Mainstreaming in Physical Education - February 10-12, 1977

Providing physical education for handicapped children in the least restrictive environment was a focal point for this symposium sponsored by the State University College of Brockport, New York. The project staff presented the legislative developments and implications of P.L. 94-142 relative to programming in physical education for handicapped children. The program was attended by more than 300 teachers and administrators from throughout the country.

Representatives of Therapeutic Activity Organizations, AAHPER/IRUC - February 15, 1977

In order to facilitate cooperative efforts between the many therapeutic activity organizations, the Information and Research Utilization Center of AAHPER sponsors periodic meetings of organizational representatives. Dr. Chasey, representing the NCPERH Special Training Project, was invited to not only talk about the project activities, but also to provide to the group clarification and interpretation of the rules and regulations for P.L. 94-142 and the implications for related services organizations.

Maryland State Education Agency - March 3, 1977

The project staff served as resource personnel for the Maryland State Education Agency's Statewide Conference on P.L. 94-142 which was

held in Annapolis. Dr. Chasey chaired one working session dealing with professional preparation needs in the State of Maryland.

Regional Conference Planning Meeting - March 20-22, 1977

A meeting of the project regional conference coordinators was held at the proposed site of the Northwest Regional Conference in Oregon to plan and coordinate the project's regional conferences.

American Alliance for Health, Physical Education and Recreation (AAHPER) National Convention - March 23-29, 1977

The project staff participated in many meetings and training sessions during the AAHPER National Convention:

- A project update was presented at the NCPERH Spring meeting held during a pre-convention session. A report was also given regarding the status of final rules and regulations for P.L. 94-142.
- A project steering committee meeting was held to evaluate project activities to date and to plan for second year activities. A major part of the agenda related to final planning for the project regional conferences.
- The project staff worked closely with Project Aquatics Mainstreaming (PAM) in designing and conducting a two-day pre-convention workshop on mainstreaming physical activities and recreation for those with special needs.

- The project staff planned and conducted a training session on the physical education and recreation implications of P.L. 94-142 for the Adapted Physical Education Academy membership. Approximately 125 persons attended this session.
- Dr. Chasey presented a paper during the AAHPER Research Symposium relative to nondiscriminatory testing as outlined in P.L. 94-142.
- Dr. Chasey also participated in a session sponsored by the Adapted Physical Education Academy on curriculum materials for the handicapped.

The Ohio State University - March 31-April 1, 1977

Recognizing the need for cooperative efforts between Institutes of Higher Education and State Education Agencies in meeting the personnel preparation implications of P.L. 94-142, the project staff was responsive to a request for assistance from the Ohio State University, Faculty for Exceptional Children. Dr. Chasey conducted a small training session on the law for the faculty and assisted in planning future directions of the department in meeting the personnel needs in the state of Ohio.

Fourth Annual Conference on Recreation for the Handicapped - April 4, 1977

A day-long training session was conducted by the project staff at this conference sponsored by the recreation department of Jackson State

University, Jackson, Mississippi. Approximately 75 persons, representing college and university departments of recreation in the South, took part in this training session which emphasized implications of P.L. 94-142 for recreation planning and personnel preparation.

Council for Exceptional Children Annual Meeting - April 14, 1977

A three-hour training session on implementing physical education programs for the handicapped was conducted at the Council for Exceptional Children Annual Meeting in Atlanta by the project staff. Special educators and other persons concerned with the education of handicapped children received an extensive orientation to P.L. 94-142 and the physical education and recreation implications.

Central District AAHPER Conference - April 15, 1977

In support of the AAHPER District meetings, the project staff conducted a training session at the Central District AAHPER meeting in Cheyenne, Wyoming. The session focused on the role of the regular physical education teacher in the implementation of the physical education components of P.L. 94-142.

Mainstreaming in Physical Education, Recreation and Dance, Texas Woman's University - April 22-23, 1977

The project staff opened this national conference in Denton, Texas with a session on mainstreaming implications of P.L. 94-142. Approximately 80 persons attended this conference which covered the major aspects of mainstreaming for handicapped children in physical education, recreation and dance.

Tri-State Institute on Physical Education for Handicapped Persons - April 23, 1977

Dr. Chasey delivered the keynote address at this institute sponsored by the New York University. Over 500 physical educators, special educators, regular teachers, administrators, parents, and state education agency personnel from the tri-state area participated in this institute.

Maryland National Capital Park & Planning Commission, Administrators' Workshop - April 27, 1977

The MNCPPC sponsored a one-day workshop in Lanham, Maryland for recreation administrators from Maryland and Virginia. The project staff conducted a session on the recreation implications of P.L. 94-142 with emphasis on strategies to involve recreation services within the educational system.

Midwest Conference on Physical Education & Recreation for the Handicapped - April 28-30, 1977

The University of Wisconsin-LaCrosse sponsored a workshop for school administrators and directors of special education to provide them with information and procedures for meeting the mandates of P.L. 94-142. The project staff conducted a large session on the physical education implications of the law and encouraged the administrators to take a strong leadership role in providing physical education opportunities for all handicapped children.

Idaho State Department of Education, State Planning Institute - May 3-5, 1977

The project staff was invited by the Idaho State Education Agency to participate in a special state planning institute for physical education for the handicapped. The major purpose of this institute was to plan statewide training activities for effectively implementing exemplary physical education programs for handicapped children as mandated by P.L. 94-142.

Alabama State Conference on Physical Education for the Handicapped - May 6-7, 1977

A large training session for physical education teachers and administrators was conducted by the project staff at the University of Northern Alabama. Sponsored by the Physical Education Division of the Alabama State Education Agency, the conference focused on the mandates of P.L. 94-142 and the effective implementation of the physical education components.

Therapeutics Committee, AAHPER/IRUC - May 10, 1977

An update on the development of the final rules and regulations for P.L. 94-142 was presented by the project staff to the Spring meeting of the Therapeutics Committee. The members of the committee are representatives

from national Therapeutic Activity Organizations and as such are concerned with the implications of the related services components of the law.

Mid-Eastern Symposium on Therapeutic Recreation - May 12, 1977

A session entitled "Legislation: Implications for Service to the Handicapped" was conducted by the project staff at this symposium sponsored by George Washington University, University of Maryland, Temple University and the National Therapeutic Recreation Society in New Carrolton, Maryland. The session included an overview of current legislation concerned with services to handicapped individuals, with special emphasis on P.L. 94-142 and a review of potential impact on recreation services.

American Association on Mental Deficiency - June 3, 1977

A large training session on "Implementing Physical Education Programs for All Handicapped: P.L. 94-142" was conducted for the AAMD membership in New Orleans, Louisiana. More than 50 persons representing agencies for the handicapped were in attendance.

Virginia State Department of Education, Task Force on Guidelines for Physical Education for the Handicapped - June 13-14, 1977

The project staff was invited by the Virginia State Education Agency Director of Special Education and Director of Physical Education to participate in a workshop held at the University of Virginia. The workshop, attended by selected physical education teachers, special education teachers, administrators, and SEA staff, was for the purpose of developing guidelines

for physical education programs for the handicapped in Virginia, as mandated by P.L. 94-142. The project staff conducted a training session on the law and served as resource personnel during the workshop.

University of Virginia, Diagnostic-Prescriptive Teaching Workshop - June 28, 1977

Dr. Chasey conducted a seminar during a diagnostic prescriptive teaching workshop sponsored by the Department of Physical Education of the University of Virginia. The seminar focused on the physical education evaluation and assessment components of P.L. 94-142 and the development of the IEP.

American Alliance for Health, Physical Education and Recreation, University and College Council - July 6-8, 1977

A presentation on P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973 was made by the project staff to the College and University council of AAHPER. This group represents the professional preparation institutions of physical education in the United States.

Illinois State Education Agency, State Guidelines Planning Conference - July 25, 1977

The Illinois State Education Agency is one of a number of SEAs which have invited the project staff to participate in their state physical education planning meetings. Dr. Chasey delivered the keynote address and conducted a training session on P.L. 94-142 for the Illinois Steering Committee on Adapted Physical Education. A physical education state plan and guide was completed by this committee in January, 1978.

Project Aquatics Mainstreaming (PAM) Planning/Evaluation Committee Meeting - July 26, 1977

As part of the efforts of the project to maintain a close working relationship with other national projects, the staff provides guidance to the Project Aquatics Mainstreaming (PAM) Planning Committee in their project activities relative to P.L. 94-142. The staff met with the committee in Washington to evaluate the past year activities and to plan future activities.

National Consortium on Physical Education and Recreation for the Handicapped - July 28-30, 1977

The project staff conducted a session for the NCPERH membership at their annual meeting in Kansas City. Dr. Chasey conducted an extensive session on the history, present activity, and future directions of legislation affecting programs for the handicapped. Having just met with the Assistance to States Division of the Bureau of Education for the Handicapped, the staff was able to present the final regulations for P.L. 94-142 to the membership.

Alabama State Department of Education - August 8-10, 1977

This was the second workshop conducted by the project staff at the request of the Alabama State Education Agency. The workshop, attended by teachers and administrators as well as SEA staff, focused on state planning for physical education for handicapped children.

American Alliance for Health, Physical Education and Recreation, Task Force on Programs for the Handicapped - September 8-10, 1977

Dr. Chasey discussed the Special Project activities for the AAHPER Task Force on Programs for the Handicapped. This group consists of representatives of the Dance Council, Adapted Physical Education Academy, Therapeutics Council and the Unit on Programs for the Handicapped of AAHPER.

Special Project Management Committee Meeting - September 23, 1977

The Management Committee of the NCPERH met in Washington with the project staff to review fiscal and program accomplishments. in addition, the committee also approved the third year program application.

National Recreation and Park Association Annual Congress - October 1-5, 1977

The project staff made two presentations in conjunction with the NRPA Congress in Las Vegas, Nevada. The first presentation, directed toward therapeutic recreation specialists, related to a variety of legislative mandates for recreation. The presentation included highlights of P.L. 94-142, Section 504 of the Rehabilitation Act of 1973 and Title XX of the Social Security Act.

The second presentation was a media explanation of the related services components of P.L. 94-142. This presentation was conducted in cooperation with the National Association of State Directors of Special Education.

National Association of State Directors of Special Education Annual Meeting - October 18-21, 1977

A formal presentation concerning the physical education components of P.L. 94-142 was made to the State Directors of Special Education during their annual meeting in Costa Mesa, California. The major emphasis of the presentation and discussion was on state plan compliance. Dr. Janet Wessel, NCPERH member, was also on the program.

Sixth National Conference on Physical Education for Exceptional Individuals - October 27-28, 1977

The Project Director conducted a one-day preconference seminar on P.L. 94-142 for 100 LEA teachers and administrators across the nation. The workshop, conducted in Los Angeles, California, covered most aspects of P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

A 2-hour session was conducted for the participants of the Sixth National Conference on Physical Activities for Exceptional Individuals. Most of the 1,000 participants were physical education and recreation specialists from across the nation. The major emphasis was on the IEP process for physical educators. Appendix I contains copy of session proceedings.

National BEH Administrators Workshop - February 9, 1978

This workshop held in Alexandria, Virginia, aimed at SEA personnel, was attended by the project staff. Important information was disseminated by BEH relative to Part B plans and programs. The role of physical education in state planning was discussed and Dr. Chasey provided resource information to participants.

Virginia Council for Exceptional Children Annual Meeting - March 3, 1978

Dr. Chasey was the keynote speaker for the Virginia Council for Exceptional Children during their annual meeting in Richmond, Virginia. The luncheon speech was concerned with the implementation of physical education in federal legislation.

Council for Exceptional Children Annual Conference - March 1-4, 1978

Dr. Chasey made a formal progress report of the project to the NASDSE Board of Directors during the CEC Annual Conference in Kansas City, Missouri. The NASDSE Board pledged continued support of the project during the third year activities. Dr. Chasey participated in a variety of other programs during the conference and meet individually with various SEA representatives relative to physical education state planning.

American Alliance for Health, Physical Education and Recreation - Pre-Convention Workshop on P.L. 94-142 - April 6, 1978

The project staff in cooperation with the Adapted Physical Education Acad my of the National Association of Sport and Physical Education conducted a one-day pre-convention workshop for 150 participants in Kansas City, Missouri. Dr. Chasey served as director of the workshop entitled, "Physical Education and P.L. 94-142." In addition to the project staff, five NCPERH members gave presentations on assessment, the IEP, and state compliance. The audience consisted of physical education teachers and administrators from throughout the nation.

Project Steering Committee Meeting - April 6, 1978

The project steering committee met in Kansas City to evalute the projected third year activities of the project. The committee also discussed the BEH site visit report and the project's response to the report. The committee endorsed the project's activities for the third year and was pleased with the letters of support from State Education Agency personnel relative to the project's accomplishments. (The letters of support are contained in Appendix E.)

Connecticut State Physical Education Conference on P.L. 94-142 - The University of Bridgeport, April 21, 1978

Dr. Chasey was the keynote speaker for the State Physical Education Conference on P.L. 94-142 sponsored by the University of Bridgeport. In addition to the formal presentation, small group discussions were conducted by Dr. Chasey and the Connecticut State Director of Special Education and the Connecticut State Director of Physical Education. Approximately 75 physical educators and special educators participated in the workshop.

Mid-East Symposium on Therapeutic Recreation - May 12, 1978

A presentation on the implications for therapeutic recreation in P.L. 94-142 was made by the project staff at this symposium sponsored by the National Therapeutuc Recreation Society. The results of the research study conducted by the project staff were also presented to the 50 therapeutic recreation specialists in attendance at this session. Following the large session, the project staff conducted a small group session to discuss strategies for implementing the recreation components of P.L. 94-142.

Virginia Education Forum - May 15, 1978

Dr. Chasey served as a consultant to the Lt. Governor of Virginia during the first statewide forum on education. The program was sponsored by Virginia Polytechnical Institute through a Ford Foundation grant. Dr. Chasey advised the participants on federal education legislation.

Recreation & Leisure for the Developmentally Disabled: Interdisciplinary Approach

This statewide conference, sponsored by the University Affiliated Facility of the University of South Carolina, was attended by approximately 75 physical educators and recreation specialists. The primary purpose of this conference was to promote interdisciplinary efforts in planning and implementing comprehensive community-based services for disabled individuals. The project staff provided an overview of the physical education and recreation implications of P.L. 94-142 and presented recommendations and strategies for cooperative efforts in implementing the legislative mandates.

National Recreation and Park Association Annual Congress - National Therapeutic Recreation Society Institute - October 14-18, 1978

The project staff provided input to the development of a National Therapeutic Recreation Society Position Paper, "The Recreation Implications of P.L. 94-142," which was presented at the NTRS Institute in Miami, Florida. The project staff participated in the presentation of the paper and also led a round-table discussion on the paper at a later session.

The project staff also made a project report to the NCPERH Board of Directors during the Congress.

National Association of State Directors of Special Education Annual Meeting - October 16-19, 1978

The project staff made a final project report to the NASDSE during their annual meeting in New Orleans, Louisiana. A great deal of positive feedback was received from the various SEA directors during this meeting. NASDSE has been most helpful to the efforts of the project and the staff expressed sincere thanks to the varous board members.

SUMMARY OF REGIONAL CONFERENCES

As mentioned previously in this report, participants in the Select National Conference worked as regional planning groups in the development of the four regional conferences. A copy of the development forms used for this purpose is contained in Appendix B. Although geographical differences were noted, the basic format and training materials for each conference were similar.

The objectives of the regional conferences closely approximate the goals of the project and are listed below as determined by the participants of the Select National Conference:

- To develop model state plans for physical education and recreation by states.
- To develop a close working relationship between SEA Directors of Special Education and Directors of Physical Education.
- To assess needs as they appear in P.L. 94-142.
- To create opportunities for interaction and cooperative planning.
- To disseminate knowledge to SEA personnel concerning the implications for physical education and recreation in P.L. 94-142.
- To set goals for further state level implementation and evaluation of programs in physical education and recreation for the handicapped.

Southeast Regional Conference on State Planning in Physical Education for the Handicapped - June 23-25, 1977

This conference, held in Orlando, Florida, was the first of four regional conferences to be sponsored by the project. The southeastern states represented were: Maryland, D.C., West Virginia, Virginia, Missouri, Arkansas, Louisiana, Kentucky, Tennessee, Mississippi, Alabama, Delaware, North Carolina, South Carolina, Georgia, Florida, Puerto Rico and Virgin Islands. Sixty persons participated in this conference, including the State Director of Special Education and the State Directors of Physical Education from each of the 18 southeastern states. In addition, numerous other State Education Agency staff members as well as NCPERH members from the southeast attended. The Southeast Regional Conference Coordinator was Dr. Ernest Bundschuh of the University of Georgia.

The purpose of this conference was to aid in establishing quality physical education programs for all handicapped children through the development and implementation of comprehensive state plans, as outlined in P.L. 94-142. Highlights of the program included physical education and recreation implications of P.L. 94-142, evaluation and assessment, development of the IEP, inservice and preservice training in physical education for the handicapped, media and materials available, and individual state planning. The following is the program for the Southeast Regional Conference:

SOUTHEAST REGIONAL CONFERENCE ON STATE PLANNING
IN PHYSICAL EDUCATION FOR THE HANDICAPPED

sponsored by

National Consortium on Physical Education &
Recreation for the Handicapped

Gateway Hilton Inn
Orlando, Florida
June 23-25, 1977

AGENDA

Thursday - June 23, 1977

12:00 - 6:00 p.m.	Registration
6:00 - 7:30	Reception - Hosted by Hubbard Publications
7:30 - 9:00	Dinner and Welcome

Friday - June 24, 1977

7:30 - 8:30 a.m.	Breakfast
8:30 - 9:45	"Final Regulations for P.L. 94-142" Tom Irvin, Policy Officer, Bureau of Education for the Handicapped, Division of Assistance to States
9:45 - 10:00	Coffee Break
10:00 - 11:30	"The IEP in Physical Education" William Schipper, Associate Director, National Association of State Directors of Special Education Carol G. Chasey, Consultant, National Association of State Directors of Special Education
11:30 - 12:00 noon	"Media and Materials Available in Physical Education for the Handicapped" Julian Stein, Director, Information & Research Utilization Center, AAHPER
12:00 - 1:15 p.m.	Lunch

1:15 - 3:30 p.m.	Professional Preparation Panel - "Inservice and Preservice Training in Physical Education for the Handicapped"
	Tom Stephens, Chairman, Exceptional Children Department, The Ohio State University
	Dick Schofer, Chairman, Department of Special Education, University of Missouri
	Claudine Sherrill, Coordinator, Adapted Physical Education Dept., Texas Woman's University
	Ernie Bundschuh, Chairperson, Department of Developmental Physical Education, University of Georgia
	Herb Nash, Director, Special Education Program, Georgia State Department of Education
	Joe Sheare, Director, Staff Development Institute, Fairfax County Public Schools
	Discussion
3:30 p.m.	Break for the day - buses leave for Disneyworld from hotel lobby. Disneyworld open until 1:00 a.m.

Saturday - June 25, 1977

8:00 - 9:00 a.m.	Breakfast
9:00 - 9:30	"Recreation Implications of P.L. 94-142"
	David Park, Educational Program Specialist, Mid-East Regional Resource Center
9:30 - 11:00	Resource Assistance for Individual State Planning
11:00 - 12:00 noon	Summary Sessions
12:00 - 1:00 p.m.	Lunch
	Adjourn

Evaluations were completed for each of the program sessions as well as the entire conference. The forms used for the evaluation, which were specially designed, are included in Appendix C. The following is a list of participants for the Southeast Regional Conference:

Alabama

Kennith Blankenship, Coordinator
Health, Physical Education and Recreation
State Department of Education

Cecil Bobo
Chief Consultant and Supervisor
Exceptional Children and Youth
State Department of Education

Arkansas

James Albright, Director
Health and Physical Education
State Department of Education

Rick Saunders
Area Supervisor for Special Education
State Department of Education

Marjorie Wood
Supervisor for Special Education
Hope Public School

Delaware

Frank Jelich, Supervisor
Health and Physical Education
State Department of Public Instruction

District of Columbia

Frank Bolden, Director
Health, Physical Education and Safety
Department of Education

Doris Woodson, Assistant Superintendent
Special Education
Division of Special Educational Programs

(District of Columbia continued)

Richard Galloway, Executive Director
National Association of State Directors of Special Education

Tom Irvin, Policy Officer
Bureau of Education for the Handicapped
Division of Assistance to States

Ross Merrick, Executive Director
National Association of Sport and Physical Education - AAHPER

David Park
Educational Program Specialist
Mid-East Regional Resource Center

William Schipper, Associate Director
National Association of State Directors of Special Education

Julian Stein, Director
Information and Research Utilization Center
American Alliance for Health, Physical Education and Recreation

Florida

Philip Rountree, Consultant
Physical Education
Florida Department of Education

Landis Stetler, Chief
Bureau of Education for Exceptional Students
Florida Department of Education

Wendy Cullar
Bureau of Education for Exceptional Students
Florida Department of Recreation

Grey Wilson
Department of Physical Education
Florida Department of Education

David Reams, Adjunct Instructor
Florida International University

Georgia

Herbert Nash, Director
Special Education Program
Division of Early Childhood
State Department of Education

Ernest Bundschuh (Conference Coordinator)
Department of Developmental Physical Education
University of Georgia

Kentucky

Michael Swain, Consultant
Physical Education
State Department of Education

Louisiana

Delmon McNabb, Supervisor
Health, Physical Education and Recreation
State Department of Education

Billy Ray Stokes
Director of Special Schools
State Department of Education

Joan Wharton
Educational Information Coordinator
State Department of Education

Maryland

Stanley Mopsik
Office of Special Education Programs
State Department of Education

Bill Coviello, Coordinator
Division of Special Education
State Department of Education

Robert Janus
Assistant in Motor Development for
Special Education
Capitol Heights Resource Center

Mississippi

Kermit Davis, Consultant
Physical Education and Recreation
State Department of Education

Judy Noble
Division of Special Education
State Department of Education

Walter Cooper, Dean
School of HPER
University of Southern Mississippi

Missouri

Leonard Hall
Assistant Commissioner
State Department of Education

Roland Werner, Director
Division of Special Education
State Department of Education

Richard Schofer, Chairman
Department of Special Education
University of Missouri

North Carolina

Norman Leafe, Director
Health, Physical Education and Safety
State Department of Public Instruction

Ted Drain, Director
Division for Exceptional Children
State Department of Public Instruction

Lowell Harris, Coordinator
Section for the Mentally Retarded
State Department of Public Instruction

Hank Anderson
Section for the Mentally Retarded
State Department of Public Instruction

Ohio

Thomas Stephens, Chairman
Faculty for Exceptional Children
The Ohio State University

Puerto Rico

Efrain Otero, Director
Programs of Physical Education
Puerto Rico Department of Education

Gloria Bermudez de Miranda
General Supervisor
Special Education Program
Puerto Rico Department of Education

South Carolina

Harold Schreiner, Consultant
Physical Education
State Department of Education

Tennessee

Carles Billips, Specialist
Physical Education
State Department of Education

Vernon Johnson
Assistant Commissioner
Tennessee State Department of Education

Texas

Claudine Sherrill, Coordinator
Adapted Physical Education
Texas Woman's University

Virgin Islands

Vernon Scipio, Director
Health and Physical Education
Department of Education

Marguerite Werts, Supervisor
Division of Special Education
Department of Education

Virginia

Frances Mays, Supervisor
Health and Physical Education
State Department of Education

Esther Shevick
Assistant Supervisor
Division of Special Education
State Department of Education

Joseph Sheare, Director
Staff Development Institute
Fairfax County Public Schools

West Virginia

Alan Canonico, Supervisor
Health, Physical Education and Recreation
State Department of Education

Keith Smith, Director
Division of Special Education
State Department of Education

Northwest Regional Conference on State Planning for Physical Education and Recreation for the Handicapped - November 6-8, 1977

The Northwest Regional Conference was held at Salishan Lodge, Gleneden Beach, Oregon, November 6-8, 1977. The following State Education Agency personnel attended the conference from Washington, Oregon, Idaho, Montana, Wyoming, North Dakota, South Dakota, Nebraska and Arkansas:

Alaska

Ed Obie, Program Manager
Section on Exceptional Children & Youth
State Department of Instructional Services

Vern Williams
Coordinator, Learner Assistance
State Department Agency

Idaho

Robert West, Consultant
Special Education
State Department of Education

Montana

Dave Oberly, Supervisor
Health and Physical Education
State Office of Public Instruction

Nebraska

Clayton Illian
Special Education Section
State Department of Education

JoAnne Owens, Consultant
Health and Physical Education
State Department of Education

North Dakota

Ida Schmitt, Assistant Director
Special Education
State Department of Public Instruction

Brian Larson
Coordinator of Physical Education
State Department of Public Instruction

Oregon

Mason McQuiston
Director of Special Education
State Department of Education

Vicki Coffey, Specialist
Physical Education and Athletics
State Department of Education

South Dakota

Randall Morris
Section for Exceptional Children
State Department of Education

Laura Czajkowski
Center for Developmentally Disabled
University of South Dakota

Washington

Mary Lou Engberg, Supervisor
Physical Education and Recreation
State Office of Public Instruction

Wyoming

Walter Ricketts, Director
Health, Physical Education
State Department of Education

In addition to the project staff, the following training staff were present:

John Dunn (Conference Coordinator)
Professor, Department of Physical Education
Oregon State University

Steve Brannan, Professor
Special Education Department
Portland State University

Richard Galloway, Executive Director
National Association of State Directors of Special Education
Washington, D.C.

Tom Irvin, Policy Officer
Bureau of Education for the Handicapped
Division of Assistance to States
Washington, D.C.

Leon Johnson
Department of Health and Physical Education
University of Missouri

Herb Nash, Director
Special Education Program
State Department of Education

William Schipper, Associate Director
NASDSE
Washington, D.C.

Joseph Sheare, Director
Staff Development Institute
Fairfax County Public Schools

Gary Snodgrass
Director of Special Education
Fairfax, Virginia

William Wilson, Associate Director
NASDSE
Washington, D.C.

In addition to the invited SEA personnel, a total of 52 interested persons representing Local Education Agencies (LEAs), district educational agencies, and public and private agencies throughout the state of Oregon, as well as NCPERH members from the northwest region, participated in the conference.

The purpose of the three-day conference was to assist the SEAs in the northwestern United States in implementing the physical education and recreation components of the law through the development of comprehensive SEA plans. The following pages contain the agenda for the conference.

An evaluation was made of the effectiveness of the conference. Each participant evaluated the individual sessions and the overall conference. The evaluations are contained in Appendix C.

The local arrangements were directed by NCPERH members Dr. John Dunn, Oregon State University and Dr. Steve Brannan, Portland State University.

NORTHWEST REGIONAL CONFERENCE ON STATE PLANNING
IN PHYSICAL EDUCATION FOR THE HANDICAPPED

sponsored by

National Consortium on Physical Education &
Recreation for the Handicapped
Special Training Project

Salishan Lodge
Gleneden Beach, Oregon
November 6-8, 1977

Sunday - November 6, 1977

3:00 - 5:30 p.m.	Arrival and Registration
6:00 - 7:30	Reception - Hosted by Hubbard Scientific Corporation
7:30 -	Dinner
8:45	Introduction

Monday - November 7, 1977

8:00 a.m.	Breakfast
9:00 - 10:00	"Final Regulations for P.L. 94-142" Tom Irvin, Policy Officer, Bureau of Education for the Handicapped, Division of Assistance to States
10:00 - 10:30	Questions and Discussion
10:30 - 11:30	"The IEP in Physical Education" Richard Galloway, Executive Director, National Association of State Directors of Special Education William Wilson, Associate Director, NASDSE William Schipper, Associate Director, NASDSE
11:30 - 12:00	Questions and Discussion
12:00 - 1:15 p.m.	Lunch
1:15 - 2:15	Professional Preparation Panel - "Inservice and Preservice Training in Physical Education for the Handicapped" Tom Stephens, Chairman, Faculty for Exceptional Children, The Ohio State University Leon Johnson, Director, Teacher Training Program for the Handicapped, University of Missouri Joe Sheare, Director, Staff Development Institute, Fairfax County Virginia Public Schools Herb Nash, Director, Special Education Program, Georgia State Department of Education

2:15 -	2:30	Break
2:30 -	2:45	"Financial Considerations" Gary Snodgrass, Director of Special Education Fairfax County Virginia Public Schools
2:45 -	3:15	Questions and Discussion
3:15 -	4:15	Group Sessions - IEP and Personnel Preparation
4:15		Adjourn
6:30 -	7:15	Reception
7:30		Dinner - Salmon Roast

Tuesday - November 8, 1977

7:30	a.m.	Breakfast
8:30 -	9:00	"Recreation Implications of P.L. 94-142" Steve Brannan, Professor, Department of Special Education, Portland State University
9:00 -	9:15	Questions and Discussion
9:15 -	9:30	Break
9:30 -	10:45	Group Sessions
10:45 -	11:30	Final Wrap-up and Adjournment
11:30		Lunch

GROUP SESSIONS

Work Group I - 3:15 p.m. - 4:15 p.m. (Monday, November 7, 1977)

Group A

*John Dunn - Resource Leader
Bill Wilson - Resource Person
Joe Sheare - Resource Person
Alaska
Washington
Montana

Group B

*Leon Johnson - Resource Leader
Bill Schipper - Resource Person
Gary Snodgrass - Resource Person
Idaho
Oregon
Wyoming

Group C

*Herb Nash - Resource Leader
Steve Brannon - Resource Person
North Dakota
South Dakota
Nebraska

Work Group II - 9:30 a.m. - 10:45 a.m. (Tuesday, November 8, 1977)

Group A

*John Dunn - Resource Leader
Bill Schipper - Resource Person
Steve Brannon - Resource Person
North Dakota
Idaho
Washington

Group B

*Leon Johnson - Resource Leader
Bill Wilson - Resource Person
South Dakota
Oregon
Montana

Group C

*Herb Nash - Resource Leader
Gary Snodgrass - Resource Person
Joe Sheare - Resource Person
Alaska
Wyoming
Nebraska

Southwest Regional Conference on State Planning for Physical Education and Recreation for the Handicapped - December 8-10, 1977

The Southwest Regional Conference was conducted at the Scottsdale Conference Center, Scottsdale, Arizona, December 8-10, 1977. The Southwestern states represented were: California, Nevada, Utah, Colorado, Kansas, Arizona, New Mexico, Texas, Oklahoma, Guam, American Samoa, and Hawaii. The following SEA personnel and training staff participated:

Arizona

Don Johnson
Deputy Associate Superintendent for Education
State Department of Education

Larry Irmer, Coordinator
Project PEOPEL
Phoenix

California

Bob Liebel, Consultant
Special Education
State Department of Education

Jeanne Bartelt
Adapted Physical Education Coordinator
State Department of Education

Colorado

Jeanne Hughes
Adaptive Physical Education Consultant
State Department of Education

District of Columbia

Richard Galloway, Executive Director
NASDSE

Tom Irvin, Policy Officer
Bureau of Education for the Handicapped
Division of Assistance to States

David Park, Ass't. Professor
Department of Kinetics and Leisure Studies
The George Washington University

William Schipper, Associate Director
NASDSE

William Wilson, Associate Director
NASDSE

Georgia

Herb Nash, Director
Special Education Program
State Department of Education

Kansas

Chuck Hunter
Department of Special Education
State Department of Education

Carl Haney, Specialist
Health and Physical Education
State Department of Education

Missouri

Leon Johnson
Department of Health and Physical Education
University of Missouri

Nevada

Frank South, Director
Exceptional Pupil Education
Nevada State Department of Education

Oklahoma

Maurice Walraven
Director of Special Education
State Department of Education

Harvey Tedford, Coordinator
Physical Education
State Department of Education

Texas

Jill Flannery
Division of Special Education
Texas Education Agency

Fillmore Hendrix, Consultant
Health and Physical Education
Texas Education Agency

Claudine Sherrill (Conference Coordinator)
Department of Physical Education
Texas Woman's University

Utah

Phil Hardy
Pupil Services
Utah State Board of Education

Willis Winn
Curriculum Division
Utah State Board of Education

Virginia

Joseph Sheare, Director
Staff Development Institute
Fairfax, Virginia

Garry Snodgrass, Director
Special Education
Fairfax, Virginia

In addition to the invited State Education Agency personnel, a number of local persons, as well as NCPERH members from the Southwest region, participated in the conference.

The purpose of the three day conference was to assist the SEAs in the Southwestern United States to implement the physical education and recreation components of P.L. 94-142 through the development of comprehensive SEA plans. The following agenda was followed during the conference:

SOUTHWEST REGIONAL CONFERENCE ON STATE PLANNING
IN PHYSICAL EDUCATION FOR THE HANDICAPPED

sponsored by

National Consortium on Physical Education &
Recreation for the Handicapped
Special Training Project

Scottsdale Conference Center
Scottsdale, Arizona
December 8-10, 1977

Thursday - December 8, 1977

3:00 - 5:30 p.m.	Arrival and Registration
6:00 - 7:00	Reception - Hosted by Hubbard Scientific Corporation
7:30 - 8:45	Dinner
8:45	Introductory Meeting

Friday - December 9, 1977

7:30 - 8:30 a.m.	Breakfast
8:30 - 9:30	"Final Regulations for P.L. 94-142" Tom Irvin, Policy Officer, Bureau of Education for the Handicapped, Division of Assistance to States
9:30 - 9:45	Questions and Discussion
9:45 - 10:00	Break
10:00 - 11:00	"The IEP in Physical Education" Richard Galloway, Executive Director, National Association of State Directors of Special Education William Wilson, Associate Director, NASDSE William Schipper, Associate Director, NASDSE
11:00 - 11:30	Questions and Discussion
11:30 - 11:45	"Financial Considerations" Gary Snodgrass, Director of Special Education Fairfax County Virginia Public Schools
11:45 - 1:00 p.m.	Lunch

1:00 - 2:15	Professional Preparation Panel - "Inservice and Preservice Training in Physical Education for the Handicapped" Leon Johnson, Director, Teacher Training Program for the Handicapped, University of Missouri Joe Sheare, Director, Staff Development Institute, Fairfax County Virginia Public Schools Herb Nash, Director, Special Education Program, Georgia State Department of Education
2:15 - 2:30	Questions and Discussion
2:30 - 2:45	Break
2:45 - 3:45	Group Sessions - IEP and Personnal Preparation
3:45	Adjourn
8:00	Dinner

Saturday - December 10, 1977

7:30 - 8:30 a.m.	Breakfast
8:30 - 9:00	"Recreation Implications of P.L. 94-142" Dave Park, Assistant Professor, Department of Human Kinetics & Leisure Studies, The George Washington University
9:00 - 9:15	Questions and Discussion
9:15 - 9:30	Break
9:30 - 10:45	Group Sessions - State Planning
10:45 - 11:30	Final Wrap-up and Adjournment
11:30	Lunch

An evaluation was made of the effectiveness of the conference. Each participant evaluated the individual sessions and the overall conference. The evaluations are contained in Appendix C.

Northeast Regional Conference on State Planning for Physical Education and Recreation for the Handicapped - September 14-15, 1978

This conference, held at the Fawcett Center for Tomorrow on The Ohio State University Campus, Columbus, Ohio, was the last regional conference sponsored by the project. The Northeast states represented were: Minnesota, Iowa, Wisconsin, Indiana, Ohio, Michigan, Illinois, Pennsylvania, New York, Connecticut, Massachusetts, Rhode Island, New Hampshire, Vermont, Maine and New Jersey.

An evaluation was made of the effectiveness of the conference. Each participant evaluated the individual sessions and the overall conference. The evaluations are contained in Appendix N. The local planning committee consisted of Dr. Thomas Stephens and Dr. Walter Ersing.

The following are the agenda used for this conference and a list of participants attending:

NORTHEAST REGIONAL CONFERENCE ON STATE PLANNING
IN PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

sponsored by

National Consortium on Physical Education &
Recreation for the Handicapped
Special Training Project

Fawcett Center for Tomorrow
The Ohio State University
Columbus, Ohio

September 14-15, 1978

Thursday - September 14, 1978

10:00 - 1:00 p.m.	Arrival and Registration
1:00 - 1:30	Welcome and Introductions
1:30 - 3:00	Physical Education and P.L. 94-142 William C. Chasey, Project Director, NCPERH - Special Training Project, Washington, D.C.
3:00 - 3:15	Coffee Break
3:15 - 5:00	The Physical Education IEP William Schipper, Associate Director, National Association of State Directors of Special Education, Washington, D.C. Janet Wessel, Michigan State University
5:00 - 5:30	Questions/Answers
6:30 - 7:15	Cash Bar
7:15	Dinner

Friday - September 15, 1978

7:30 - 8:30 a.m.	Breakfast
9:00 - 9:45	Recreation as a Related Service in P.L. 94-142 Kay Ellis, Project Coordinator, NCPERH - Special Training Project, Washington, D.C.

9:45 - 10:00	Coffee Break
10:00 - 10:45	Professional Preparation - Physical Education Preservice Training Walter Ersing, The Ohio State University
10:45 - 11:30	Professional Preparation - Special Education Inservice Training Tom Stephens, The Ohio State University
11:30 - 12:00	Questions/Answers
12:00 - 1:15 p.m.	Lunch and Hotel Checkout
1:30 - 2:00	The Role of the SEA Physical Education Director in Implementing P.L. 94-142 Robert Holland, Ohio State Education Agency, Columbus, Ohio
2:00 - 4:00	SEA and LEA Planning Work Groups
4:00	Adjourn

NORTHEAST REGIONAL CONFERENCE ON STATE PLANNING IN
PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

sponsored by

National Consortium on Physical Education and Recreation
for the Handicapped - Special Training Project

Fawcett Center for Tomorrow
The Ohio State University
September 14-15, 1978

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SPECIAL PROJECT UPDATE

The information and knowledge obtained during the course of the project activities was much too valuable to wait for traditional educational dissemination procedures. It was therefore felt that a Special Project Update would serve a valuable function for State Education Agency personnel, Consortium members, and those specifically concerned with the physical education and recreation components of state planning. This technique served the function of maintaining a continuous line of communication with the target population and further advanced the mission of the project. The actual content of the Update was directed to the major goal of the project of establishing a quality physical education and recreation program for all handicapped children through the development and implementation of comprehensive SEA plans. Although limited funds were available for this purpose, three Updates were produced and disseminated during the project period. Copies of the Updates are contained in Appendix .

MOST FREQUENTLY ASKED QUESTIONS ABOUT P.L. 94-142

The special training project worked with NASDSE in developing a draft publication concerning the most frequently asked questions about P.L. 94-142. Although the final product has not been completed by NASDSE, a copy of the working draft is included in Appendix P.

SLIDE PRESENTATIONS

The staff developed two slide presentations during the project period. The first is a 58-slide presentation concerning the physical education

implications of P.L. 94-142. The second is a 47-slide presentation concerning the recreation implications of P.L. 94-142. The scripts for both slide presentations are contained in Appendix . These slide presentations were effectively used in the majority of training sessions conducted by the project staff.

NATIONAL NEEDS ASSESSMENT - PHYSICAL EDUCATION

The approach used in this study was to survey the opinions of the State Directors of Special Education and the State Directors of Physical Education regarding selected event statements relative to physical education for the handicapped.

The passage of P.L. 94-142 has many far reaching implications for physical education within the educational process of handicapped children. The degree to which the field is included in this process, however, depends on the level of support given to each by the State Education Agencies. The State Directors of Special Education and State Directors of Physical Education were selected as the population for this investigation as they are responsible for determining state education policies regarding the education of handicapped children. The opinions of these directors were therefore considered important as they could conceivably have the most influence on the degree to which physical education is included in the education process for handicapped children.

The population consisted of the SEA Directors of Special Education and Physical Education from each state, the District of Columbia, Puerto Rico, Virgin Islands, Guam and American Samoa.

A total of 25 event statements were included in the questionnaire. Each respondent rated each statement using the 5-point Likert scale. Respondents were asked to rate each statement twice: (1) to the extent that a condition actually exists (Real), (2) to the extent a condition should exist (Ideal):

Actually Exists	Should Exist
(1) Condition does not exist at all.	(1) Condition should not exist at all.
(2) Condition exists to a slight extent.	(2) Condition should exist to a slight extent.
(3) Condition exists to a moderate extent.	(3) Condition should exist to a moderate extent.
(4) Condition exists to a fairly large extent.	(4) Condition should exist to a fairly large extent.
(5) Condition exists to a very large extent.	(5) Condition should exist to a very large extent.

A page of instructions explaining the rating process and rating scale was included with the survey. Respondents were asked to leave the answer space blank if they did not know the extent to which a condition exists, or if they did not have an opinion on the extent to which a condition should exist.

The instrument and a cover letter explaining the importance of the survey was mailed to each State Director of Special Education and each State Director of Physical Education. A self-addressed, stamped envelope was enclosed for return of the instrument. Appropriate follow-up procedures were used to obtain a high return rate. These procedures yielded a 73% return rate

Data Analysis

The following techniques were used:

- The mean, standard deviation, and variance for each statement on the Real and the Ideal scales were calculated.

- The mean score, standard deviation, and variance for all statements for the total group of respondents on the Real and the Ideal scales were calculated.
- A t Test for Correlated Data was applied to the data from both scales to determine discrepancies between the Real and Ideal responses.

When one tests the mean difference of two groups in which two measures for the same subject compose the data, it is likely that the measurements composing the two groups are positively correlated. Therefore, a t Test for Correlated Data was used for this study. The t Test for Correlated Data uses this formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{n_1}\right)\left(\frac{S_2}{n_2}\right)}}$$

Results

The mean ($\bar{X}$), standard deviation (σ), and variance (σ^2) were calculated from the responses on both the Real and Ideal scales. In order to evaluate the discrepancy between what actually exists (Real) and what should exist (Ideal), a t Test for Correlated Data was used.

For each of the 25 event statements in physical education a significant difference was found between the Real and the Ideal conditions in the United States ($p = < .01$), indicating a large discrepancy between what exists and what respondents would like to exist.

Conclusions

1. The State Education Agency sets specific guidelines for assessment and evaluation in physical education to a slight extent, but respondents think that it should be done to a fairly large extent ($p = < .01$).

2. The State Advisory Panel does not include a member of the Adapted Physical Education field, but respondents think that it should to a moderate extent ($p = < .01$).

3. To a moderate extent, physical education is a significant part of the education curriculum for all handicapped children, but should be to a very large extent ($p = < .01$).

4. Teacher-pupil ratios are adequate to a slight extent in providing for special needs within regular physical education classes but should be to a fairly large extent ($p = < .01$).

5. The SEA monitors physical education programming for handicapped children in local school districts to a slight extent although it should be done to a fairly large extent ($p = < .01$).

6. Specially trained physical education personnel are effectively used in the IEP planning process to determine appropriate physical education programming to a slight extent, although respondents think that this should occur to a fairly large extent ($p = < .01$).

7. To a slight extent program resources are available for effective and efficient conduction of physical education programs for handicapped children, but should be available to a fairly large extent ($p = <.01$).

8. Physical education designed as a developmental program of instruction is available to all handicapped children to a slight extent, but should be to a very large extent ($p = <.01$).

9. The SEA plan contains specific planning for physical education programming for handicapped children to a moderate extent and should occur to a fairly large extent ($p = <.01$).

10. To a slight extent, sufficient numbers of qualified personnel to meet the physical education requirements of P.L. 94-142 are available throughout the states, but respondents felt that it should occur to a fairly large extent ($p=<.01$).

11. Respondents felt that to a very large extent staff development programs should be provided for special education/ regular education teachers to acquaint them with relevant methods and techniques that can be used in physical education programming. They felt that these programs presently occur to a slight extent ($p=<.01$).

12. To a slight extent physical education programs impact upon other related programs in the community, schools, and institutions, but respondents felt that this should occur to a fairly large extent ($p=<.01$).

13. To a slight extent special education/regular education teachers provide special physical education instruction when required in a handicapped child's IEP, although respondents felt that it should occur to a fairly large extent ($p=<.01$).

14. Preservice curricula for special education teachers does not contain a unit in physical education, but respondents felt that it should occur to a fairly large extent ($p=<.01$).

15. Certified adapted physical education specialists do not serve as resource persons to special education personnel but should to a moderate to fairly large extent ($p=<.01$).

16. Inservice training in adapted physical education for regular/special educators is a high priority to a slight extent while respondents felt that it should occur to a fairly large extent ($p=<.01$).

17. To a slight to moderate extent special educators and physical educators work together to develop appropriate physical education programs for handicapped children. Respondents felt that this should occur to a fairly large extent ($p=<.01$).

18. Regular physical education teachers adjust adequately to problems arising from the integration of handicapped children in regular classes to a slight to moderate extent. Respondents felt this should occur to a fairly to very large extent ($p=<.01$).

19. The SEA provides leadership in identifying physical education personnel preparation needs, both at preservice and inservice levels, to a moderate extent, but should to a fairly large extent ($p=<.01$).

20. Parents are not involved in the decision-making process regarding special physical education programs, but should be to a very large extent according to respondents ($p=<.01$).

21. To a slight extent, public schools employ special physical education teachers, but should to a moderate to fairly large extent according to respondents ($p=<.01$).

22. Not as much emphasis is given to physical education programs for the handicapped as is given other curriculum areas. Respondents felt that as much emphasis should be given to physical education to a fairly large extent ($p=<.01$).

23. Physical education and special education administrators in the SEA do not work together to develop the physical education component of SEA plans, but should to a fairly large extent ($p=<.01$).

24. The special education division of the SEA does not employ a consultant in physical education for the handicapped, but should to a fairly large extent ($p=<.01$).

25. National technical assistance in physical education is not provided to SEA personnel within the states, but should be to a fairly large extent ($p=<.01$).

The complete questionnaire used in this survey is included in Appendix .

NATIONAL NEEDS ASSESSMENT - RECREATION

The same techniques described for the physical education needs assessment applied for the recreation needs assessment with one exception. The instrument was mailed only to the SEA special education directors. The physical education directors were not used in this investigation.

For each of the 14 event statements in recreation, a significant difference was found between the Real and the Ideal conditions in the United States ($p=<.01$), indicating a large discrepancy between what exists and what respondents would like to exist.

Conclusions

1. Therapeutic recreation specialists are not used by Local Education Agencies in recreation programming, but State Directors of Special Education felt that they should be used to a fairly large extent ($p=<.01$).

2. Special educators use a variety of experiences as a part of the on-going educational process to a moderate extent but should use them to a very large extent ($p=<.01$).

3. Leisure education is an integral part of every handicapped child's education program to a slight extent, but the Director's felt it should be to a fairly large extent ($p=<.01$).

4. Education in leisure time activities and skills is not equal in importance to other subject areas in a total curriculum for handicapped children, but should be to a fairly large extent ($p=<.01$).

5. Local school districts do not use the resources of a community recreation program, but should to a fairly large extent ($p=<.01$).

6. To a slight extent, handicapped children participate in extra-curricular activities provided by the school system, but should participate to a very large extent ($p=<.01$).

7. Recreation programs outside the school are not utilized to meet the physical education requirements for handicapped children, but should be to a fairly large extent ($p=<.01$).

8. Community recreation program personnel work closely with education personnel in planning year-round opportunities for handicapped children to a slight extent, but should to a fairly large extent ($p=<.01$).

9. Qualifications of recreation personnel used within the school system are not determined by national or state professional criteria, but should be to a moderate extent ($p=<.01$).

10. Leisure assessment is not part of the basic evaluation and assessment of handicapped children in the preparation of IEPs, but should be to a moderate extent ($p=<.01$).

11. To a slight extent regular and special educators are familiar with methods for assessing the leisure functioning level of handicapped children, but should be to a fairly large extent ($p=<.01$).

12. Inservice activities relative to recreation and other related services are provided to special educators to a slight extent, but should be to a fairly large extent ($p=<.01$).

13. Leisure education and recreation for handicapped children are not included in SEA plans, but should be to a moderate extent ($p=<.01$).

14. The SEA does not employ a full-time Therapeutic Recreation consultant, but should to a slight extent ($p=<.01$).

The complete questionnaire used in this survey is included in Appendix I.

RECOMMENDATIONS

It became increasingly evident that the special treatment given to physical education as a direct service and to recreation as a related service under P.L. 94-142 caused considerable problems for State Education Agency personnel. These problems as well as the significant findings of the national needs assessment have provided the basis for the following recommendations:

1. That the Bureau of Education for the Handicapped follow the recommendations in the 1977 National Advisory Committee on the Handicapped Annual Report which stated:

   > "That the Bureau of Education for the Handicapped monitor school performance in physical education and recreation for the handicapped during the next five years; that during this period it issue brief annual reports indicating the degree to which physical education and recreation are reflected in individual education programs; and that it continue to encourage the dissemination of related instructional programs, materials, and models."

2. That the number of program assistance grants in physical education awarded by the Bureau of Education for the Handicapped be increased to a level consistent with the major emphasis given to physical education in P.L. 94-142.

3. That special incentive grants be awarded to State Education Agencies to develop inservice and preservice personnel preparation programs in physical education for the handicapped.

4. That a portion of the Part B funds allocated to State Education Agencies and Local Education Agencies for inservice training be designated for inservice training in physical education.

5. That there be an increase in monies for field initiated research projects for special physical education.

6. That State Education Agencies monitor carefully and evaluate the inclusion of physical education in State Plans and in individual education programs.

7. That State Education Agencies monitor carefully and evaluate the inclusion of recreation in State Plans and in individual education programs.

APPENDIX G

Questions and Answers About The

Implementation of P.L. 94-142

QUESTIONS AND ANSWERS

ON THE IMPLEMENTATION OF P.L. 94-142

DEFINING "HANDICAPPED"

- What is the definition of a severely handicapped child?

The term includes those children who are classified as severely emotionally disturbed, (including children who are schizophrenic or autistic), severely and profoundly mentally retarded, deaf, heard of hearing, orthopedically impaired, (including children with impairments caused by congenital anomalies, disease, or other causes), specific learning disabled (including children with perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia), visually impaired, speech impaired, and other health impaired, (including children of limited strength, vitality or alertness due to chronic or acute health problems, such as heart condition, tuberculosis, etc.).

- What is the scope of "related services"?

Related services means transportation and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification of handicapping conditions in children. The term related services may include school social work services, when such services are required by a child's individualized education program (IEP), parent counseling and training and providing parents with information about the child's development and unique needs.

- What does the term "unique needs" mean?

The term "unique needs" refers to the specific, identified, educational needs of a handicapped child. These needs are the basis of the child's individualized educational plan.

- What is meant by "evaluation of individualized programs"?

The State Education Agency (SEA) is responsible for conducting evaluations in order to insure that children, within program areas, are making satisfactory progress toward the goals and objectives established in the educational plan. The SEA must establish procedures to evaluate annually the effectiveness of programs in meeting the needs of handicapped children. In order to do this the SEA shall require the local education agency (LEA) to include in its application the information necessary to make such an evaluation. This includes the assurance that all IEPs will be evaluated for effectiveness at least annually.

- What constitutes "full service"?

An LEA or SEA may be said to be at full service when it has been determined that the education agency is providing a free appropriate education to all handicapped children residing in the area served by the education agency. Such a determination must be made by the state in regard to an LEA. In the case of a state the determination regarding full service is made by the Commissioner of USOE.

- Who will define "appropriately and adequately prepared and trained" in regard to personnel development?

The comprehensive system of personnel development requires a description of programs andprocedures for the preparation of personnel to meet the needs of all handicapped children throughout the state. Such a system includes provisions for inservice training, a personnel development plan, and a dissemination plan.

- What is the definition of "inadequately served"?

A handicapped child who is inadequately served is one who is receiving some, but not all of the special education and related services specified for that child by his/her individualized education plan. The law refers to these children as "second priority" children.

- What constitutes "satisfactory assurance" for an LEA to receive funds in accordance with the provisions of the law?

The LEA application for funds to the SEA must meet the guidelines established by the SEA. Specifically the application must:

1) provide assurances that payments received will pay only for the excess costs of programs which provide for:

   a) identification, location and evaluation of children
   b) policies and procedures for protection of confidentiality
   c) a timetable guaranteeing full educational opportunity for all handicapped children
   d) procedures for personnel development, parent involvement and public participation
   e) a description of the kind and number of facilities, personnel, and services necessary for full service

2) Further, the LEA must assure that control of funds is in a public agency, and that funds allocated under Part B of the Act cover only excess costs for special education programs.

- What is the definition of "unserved"?

Those handicapped children who are not receiving an education. The law refers to these children as "first priority" children.

- What are non-discriminatory evaluation procedures?

Each state educational agency shall assure that procedures for the evaluation and placement of handicapped children are selected and administered as not to be racially or culturally discriminatory.

These procedures must assure, at a minimum, that tests and evaluation materials:

- are provided and administered in the child's native language or mode of communication
- have been properly and professionally validated for the specific purpose for which the recipient proposes to use them
- are administered by personnel who meet appropriate certification requirements under the law, and they are administered in conformance with the instruction provided by their producer
- include those tailored to assess specific areas of educational need and not merely those which are designed to provide a general I.Q. score

In addition, procedures must assure that:

- test selection and administration is such that, when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills.
- no one test or type of test or other means of evaluation is used as the sole criterion for placement
- information from other services, such as information concerning physical condition, sociocultural background, and adaptive behavior in home and school is gathered and considered and the weight given to each of these services is documented
- the interpretation of the evaluation data and the subsequent determination of the child's educational placement are made by a team of persons knowledgeable about the child
- if the information derived either from ability and achievement tests or from other sources results in a showing that the child does not, because of handicap, need instruction in a special setting, the child will not be placed outside the regular instructional setting. He/she will be placed in the "least restrictive environment" of the regular classroom.

GUARANTEEING THE CIVIL RIGHTS OF HANDICAPPED CHILDREN

Due Process

- What happens if a parent disagrees with the placement of his child?

The state or local education agency must inform parents of the opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child. The SEA or LEA must further provide a formal procedure for the parents to follow in presenting a complaint. This procedure includes the opportunity to take the complaint to an impartial due process hearing. The results of such a hearing may be appealed by either the parent or the education agency. The final step in this process would be a civil action.

- Can a parent skip the administrative route and proceed directly to civil action?

A parent who wishes to complain about the identification, evaluation or placement of their child in a special education program or to complain about the provision of a "free, appropriate public education" in relation to a real or alleged handicapping condition of their child must first utilize the administrative dispute resolution procedure provided by law (see 20 USC 1415 (e)(2)). Only after these procedures have been exhausted may the parent carry the dispute to federal or state court. However, it may be possible for a parent to assert related issues, such as an improper exclusion of their child from school, under other constitutional or statutory rights granted to them. In that case, it may be possible to initiate action in a court without first utilizing the prescribed administrative procedure.

- If a child is disruptive in his current setting must the LEA retain the child in that setting while an appeal is pending?

Frequently, school authorities suspect that a child's disruptive behavior in a regular classroom is due to a handicapping condition. If the parents refuse to consent to evaluation of the condition or a change of placement, the only alternative for the school authorities is to pursue the same disciplinary procedure that would be used in that setting with any child. If the disruptive behavior is severe, suspension from school is possible under this provision.

- Does the doctrine of "privileged communication" apply to testimony of educational personnel at a hearing regarding the proposed testing or placement of a child suspected of having a handicapping condition?

Most educational personnel are not affected by the doctrine of privilege. Some states have included licensed psychologists among those professionals affected by the doctrine. Not all school psychologists--even those possessing state educational psychologist certificates--are included within the meaning of "licensed psychologist". One would have to refer to the statutes of each state to discover whether the doctrine would apply in an individual situation.

In any case, it is important to recognize that under the doctrine of privileged communication, the right to control the testimony belongs to the client--not the professional. Thus, even if an educator were covered by the doctrine, the child's parents could waive the privilege and the educator could then be compelled to testify as to communications between the child or parents and himself. Finally, it must be pointed out that few states have granted the authority to administrative hearing officers to compel testimony from reluctant witnesses with the result that an order to divulge information may have to come from the educator's employer or a court.

- Is due process the same for both handicapped and non-handicapped children?

The basic elements of due process are the same for handicapped and non-handicapped students. That is, the right to notice, an opportunity to challenge the school's action, and a right to appeal are the same. However, the details will vary with state and federal regulations. Thus, when a non-handicapped child is suspended from school and a handicapped child is placed in a self-contained, special education class, the content of the notice, the time period for the notice, the procedures for the hearing, and so forth may vary.

- Does the teacher have any procedural protections when he or she is unable to deal with a particular child?

Yes, due process is available to teachers. Most states have tenure statutes or have granted to teachers by statute job protection akin to tenure. Therefore, before a teacher could be terminated for refusing to or failing to deal adequately with a particular child, that teacher would have due process protection which normally includes a right to a hearing and representation by counsel. However, it must be pointed out that teachers are employees. As such, their work may be directed and controlled by the employer subject only to such protections that may exist as a result of working conditions, contracts, statutes and constitutional principles.

- How do you deal with confidentiality when the information becomes part of a hearing record?

The basic protection of confidentiality at a hearing rests with the parents. If they ask for a closed hearing, then participants are present only for that portion of the hearing in which they give testimony. The hearing record would then become a part of the child's school records, and it would be subject to the same restrictions as any other school record. In that sense, school authorities and the parents would have joint control of the hearing records as with all other personally identifiable pupil records.

- What happens when parents request, but cannot afford, to pay an independent evaluator?

A parent has the right to an independent educational evaluation at pub[illegible] expense if the parent disagrees with an evaluation obtained by the LEA. [illegible]r,

the LEA may initiate a hearing to show that the evaluation conducted by local personnel is appropriate. If the LEA evaluation is found to be appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

- What happens when professionals disagree during a hearing?

As in the case of judicial proceedings, the hearing officer must determine the facts. When testimony is in conflict, even between experts, the hearing officer must decide what is the truth. Frequently, in cases of contradictory testimony, the outcome of the hearing will depend upon where the burden of proof lies. That is, if school authorities request to change the placement of a child, the burden will be on them to show "by a preponderance of the evidence" that the proposed placement is the most appropriate. If the testimony of professionals and all other evidence seems to be equally balanced for and against such a placement, then the school authorities will have failed to "bear the burden of proof." The presumption in the law is that a child should be educated in the regular program. Therefore, the burden of proof will fall to the party that is proposing special programs, whether it be the parents or the school authorities.

- Can parents demand that the LEA pay for any and all special services?

Services to be paid for by public funds shall be those specified in a child's IEP which constitutes full, appropriate services as determined by the evaluation team. Since parents have the right to participate as members of this team, they may, with team concurrance, stipulate needed services. Payments for services beyond those specified by the IEP is at the discretion of the LEA.

- Is it necessary to notify parents prior to a screening of their child?

If the screening is general, that is, if it is given to an entire segment of the population, then notice is not necessary. If it is an individual screening, the parents must be notified prior to the screening.

- How shall SEAs and LEAs inform parents of their rights under due process?

Each state must establish procedures to assure that handicapped children and their parents are guaranteed procedural safeguards. These must assure that:

a) Parents have the right to examine records
b) Parents have the opportunity to obtain an independent evaluation.
c) Parents have the right to appeal any decision made by a public education agency to a due process hearing officer.

Written prior notice must be provided to the parents of a handicapped child whenever the state or local education agency prepares to initiate a change or refuses to change the identification, evaluation, or educational placement of a child. Such notice must be in the native language or mode of communication of the home.

- When is the use of the native language not feasible?

While it is not possible to identify all instances when it would not be feasible to use a native language, at least two general situations seem likely to meet that standard. If there is no written language, it would not be feasible to have the notice and consent requirements completed in writing in the native language. Secondly, if a single family such as one from East India (as opposed to a whole community of East Indian people) is served by a school, it seems reasonable that the communications need not be in the family's native language. The reason is that it is not feasible to obtain the language support services for occasional non-English speaking families. However, in either case, the district must make every reasonable effort to make its proposed actions understood by the families affected by its actions. For example, there often are sponsoring families or others that are sheparding non-English speaking people new to the country. They may be of assistance in communicating to the child's family. Where there is no written language, consideration should be given to oral communication through a translator. In every case, "feasibility" depends upon the facts of each situation.

- What constitutes a change in an IEP?

A change could occur either in placement or major content of an IEP, at which point parents must be notified of proposed changes.

- Who can become a "surrogate parent" for a handicapped child?

State and local education agencies shall establish criteria to assure that a person selected as a surrogate (1) has no other vested interest that would conflict with his/her primary allegiance to the child he/she represents; and (2) demonstrates competencies that assure adequate representation of the child.

ADMINISTRATORS AND THE LAW:
SPECIFIC CONCERNS

FINDING AND COUNTING HANDICAPPED CHILDREN

- Can children who are receiving more than one special education service be counted more than once?

No. The education agency may not report a multi-handicapped child under more than one handicapping condition.

- Must an LEA screen/identify/locate those handicapped children educated in private schools?

The LEA is responsible for conducting a child find program. The primary purpose of such a program is to identify handicapped children who are unserved. All children residing within the LEA district are eligible for a free appropriate public education; parents, of course, have the right to place their child in a private school.

- May handicapped children in private schools be counted?

Yes. If they are receiving special education and related services, and an IEP has been developed for them.

- How will children with a medically significant, but transient condition, such as a fluctuating hearing loss, be accounted for?

If a child requires special services, such as homebound or hospital instruction and has an IEP developed he may be counted.

- Can a child be enrolled in school and be considered "unserved"?

No. Such a child, however, may be "inadequately served". The first priority, that of the unserved, speaks specifically to those children who are not enrolled in school.

- How many hours a day must a student spend in "special education" to be counted?

The amount of time a child spends in "special education" is dependent upon the IEP written for her/him. Once a child has been identified as requiring special education and related services, then the planning committee determines the amount of time spent in each program area and the services to be received. There is no fixed amount of time that a child must spend in special education classrooms.

- What about the "mainstreamed" special child who spends all of his time in a regular classroom, is he considered "served" or "unserved"?

In order for a child to be counted he must be receiving the services called for in the IEP. If his IEP called for full time placement in a regular program, he is considered "served". However, unless the child receives some special education or related services, the child may not be counted for purposes of receiving dollars under P.L. 94-142.

FINANCE

- Will any federal programs which are currently funded be consolidated or eliminated to help produce the total amount of money available through P.L. 94-142?

P.L. 94-142 is not a consolidation law but a formula funding law which provides funds to States, under the Education of the Handicapped Act (Part B).

- Describe the "excess costs" mechanism.

Excess costs are those costs in excess of the annual per pupil expenditures in a local education agency during the preceding school year after deducting funds received from specific federal programs (VI Part B EHA, Title I ESEA, Title VII ESEA), and any state and local funds which were expended for programs which would qualify under Part B. The LEA must maintain the previous year's financial commitment to the handicapped funds needed in excess of that would be "excess costs".

- How will money flow to private schools?

Money will flow to private schools from local or state education agencies which have placed children in private schools in order to provide the most appropriate services which the child needs. However, the school must have both programs and teachers which meet SEA standards.

- Who pays the costs for out-of-state placements which are made because an SEA/LEA cannot provide appropriate educational services for a handicapped child?

The law is clear that such placements must be at no cost to parents. Therefore, individual agencies (LEA/SEA) or a combination of agencies or resources must pay for such expenses.

- How do you distinguish between use of 89-313 funds and use of Part B money for training?

Only Part B, "second priority" funds for inservice training to regular and special education personnel. "Training" funds for University training programs for for special training projects are derived from Part D of EHA for special Education Manpower Projects.

- Can teachers be paid to participate in inservice training?

This is an LEA decision and is not addressed in the law.

- When will funds flow to SEAs and LEAs?

SEAs will receive funds from the Bureau of Education for the Handicapped based on an approved State Plan. Funds will not flow to LEAs until the SEA

receives dollars based on approval of its plan, and the SEA has in turn approved the LEA application for Part B funds.

- May Part B funds be used to support educational programs for children in state operated or state supported schools?

No. Children in state operated or state supported schools are funded by monies from 89-313.

COMPLIANCE

- How does a state demonstrate that it has in effect a policy that assures handicapped children the right to a free appropriate public education?

Adequate documentation of this requirement consists of a written statement of policy, such as a copy of the State law or regulations which conforms to these requirements in the Federal Act. This statement must contain evidence to show that the Policy (1) is statewide in scope, and (2) applies to all state agencies which provide for the education of handicapped children.

- If a state does not apply for P.L. 94-142 funds, must it comply with the law?

Section 615(a) of P.L. 94-142 indicates that any state education agency or local education agency in noncompliance of the law may have other federal funds withheld, such as from Section 121 or Section 305(b)(8) of the ESEA of 1965, or Section 122 (a)(4)(B) of the Rehabilitation Act of 1973, under which there are specific provisions for assistance in the education of handicapped children.

- Must SEAs monitor LEAs under P.L. 94-142?

BEH proposed regulations for P.L. 94-142 state that each annual plan shall include specific monitoring procedures to be followed by the state education agency to assure the state and local agencies effectively implement the individual protections, etc... of the statute and efficiently use Part B funds.

- Can regional Advisory Councils serve as the State Advisory panel?

(1) Section 613(A)(12) requires that the state provide an advisory panel on the education of handicapped children compose of individuals involved in or concerned with the education of handicapped children and should include handicapped individuals, teachers, parents or guardians of handicapped children, state and local education officials and administrators of programs for handicapped children.

(2) BEH Proposed Regulations on P.L. 94-142 expand the concept of an advisory panel to allow for the following:

- When a state has an existing advisory panel that can perform the functions outlined in P.L. 94-142, the State may modify this panel so that it fulfills all requirements of the law
- The panel shall be composed of at least twelve individuals

(3) No reference is made in either P.L. 94-142 or the Proposed resolution on P.L. 94-142 to geographic representation on the State Advisory Panel.

- Must private school facilities meet state and local regulations? Who is responsible for enforcement?

Section 613(A)(4b) states that, "the State Education shall determine whether schools and facilities meet standards that apply to state and local

educational agencies..." A private school in which an eligible handicapped child is placed must not include classes that are separated on the basis of the religious affiliation of the child.

- Does an SEA set standards for private schools?

Proposed Regulations state that the SEA shall determine whether the private schools meet standards that apply to public educational agencies by:

- monitoring compliance
- disseminating copies of state standards to all applicable private schools
- providing an opportunity for the private schools to participate in the development and revision of state standards
- making provision for probationary status for such schools comparable to that afforded to public educational agencies

- How can out-of-state schools meet SEA regulations?

When a child is placed in a private school in another state, that school must meet the standards applied to public educational agencies of the state in which the private school is located.

- What are the penalties for noncompliance for LEAs or SEAs?

The state educational agency is obligated to review applications from local education agencies and monitor their implementation (Sec. 614(b)(1)(2)). If the local education agency or a private school obtaining monies for programs for the handicapped fails to comply with the requirements of a state plan, the SEA must withhold payments to the public or private agency (Sec. 614(b)(2)(A)). If the state fails to do so, the U.S. Commissioner of Education may initiate proceedings to withhold monies from the entire state (Sec. 616(a)).

- Will the LEA program be visited and evaluated annually?

Section 613(A)(11) assures provision "for procedures for evaluation at least annually of the effectiveness of programs in meeting the educational needs of handicapped children (including evaluation of individualized education programs)..." Each annual program plan must include monitoring procedures which the SEA follows to insure that LEAs are effectively implementing procedural safeguards and are using Part B funds properly and efficiently.

- Is a state eligible for P.L. 94-142 funds if the SEA, by state statute has no legal authority over an LEA?

If an SEA has no legal authority over an LEA, then clearly it cannot comply with the state plan requirements of Section 613, where the establish-

ment of policies and procedures governing LEAs is mentioned. However, this is a question unique to each individual state, since the authority relationships between levels of government vary from state to state. Various alternatives may be available, however. For example, an SEA may be able to provide special educational services directly to children without working through LEAs (see, e.g., Sec. 613(b)). Alternatively, it may be possible for an SEA to act as an agent of the federal government and, in effect, contract with LEAs.

- State constitutions and/or laws have assigned other agencies responsibilities to serve the handicapped. What power does an SEA have over these other agencies?

The federal law does not address the issue. The law does state that the SEA is responsible to see that the requirements of P.L. 94-142 are carried out and that programs for handicapped children (all state agencies and LEAs) are under the general supervision of the SEA, and meet standards of the SEA and P.L. 94-142.

- How will the efforts of the SEA and the LEA toward the full educational opportunities goal be assessed?

The SEA, through its state plan, must describe procedures the state will follow to fulfill the requirement and intent of the law, P.L. 94-142. Federal, state and local governments share a common responsibility to assess and assure the effectiveness of efforts to educate all handicapped children.

LEA - The LEA has a responsibility to file an annual application which meets all the federal requirements, to keep records of identification, evaluation and placement and to make those records available to the SEA. The LEA must also implement the IEP, and review the child's progress in the particular service program which was designed for him/her.

SEA - The State Plan (Sec. 613(11)) must provide for procedures for evaluation at least annually of the effectiveness of programs in meeting the educational needs of handicapped children in accordance with criteria prescribed by the commissioner.

Federal - Sec. 618 authorizes the Commissioner to evaluate the impact and effectiveness of programs authorized by P.L. 94-142 and that he shall update programmatic information at least once annually.

- If state law conflicts with SEA supervision of interagency programs, must the state still supervise?

Although responsibilities under state law may be clear cut, P.L. 94-142 Sec. 612(6) requires the state to assure the federal government that all educational programs for handicapped children within the state, including all such programs administered by any other state agency (e.g., Dept. of Mental Health) will meet SEA standards.

- Can reporting dates be made more flexible? Can they be geared to the school calendar?

Reporting dates are set by law and are not flexible. The required dates for reporting (October 1 and February 1) the number of handicapped children receiving services is not a regulatory function; it is mandated by law.

- Is it true that no federal funds may be used for "second priority" children until "first priority" cases have been satisfied completely?

Yes. In order to be eligible for funds, LEAs must have established priorities for providing a free appropriate public education to all handicapped within the timetables specified. First, children who are not receiving an education must be served, those handicapped children within each disability area, whose handicaps are most severe and whose educational programs are most inadequate must then be served.

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THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP)

- When must an IEP be developed for each handicapped child?

An IEP must be developed or revised at the beginning of each school year and must be reviewed and, if appropriate, revised periodically but not less than annually. For a handicapped child who is not receiving special education an IEP must be developed within 30 days of a determination that the child is handicapped.

- Who determines the content of the child's Individual Education Program (IEP)?

The interpretation of evaluation data on a child and the subsequent determination of the child's educational placement including optional placements, and personnel needed to provide appropriate education and related services is made by a team or group of persons knowledgeable about the child. Participants at the individualized planning conference must include, at a minimum, a representative of the education agency, the child's teacher or teachers, one or both of the parents, and, when appropriate, the child. Membership of this committee will be based on the needs of the child. It is the responsibility of this committee to develop, evaluate and, as necessary, revise the IEP.

- What must be included in the IEP?

The IEP must contain:

(1) A statement of the child's present levels of educational performance
(2) A statement of annual goals, which describe the expected behaviors to be achieved through the implementation of the child's IEP
(3) A statement of short term instructional objectives
(4) A statement of specific educational services needed by the child, regardless of the availability of those services, including the type of physical education program in which the child will participate and any special instructional media and materials which are needed.
(5) A description of the extent to which the child will be able to participate in regular education programs
(6) The projected date for the initiation of services and the length of time the services will be given
(7) A justification for the type of educational placement which the child will have
(8) Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved

- What constitutes parent involvement in planning/writing IEP?

Each local education agency shall take steps to assure that the parents of the handicapped child are present at the individualized planning conferences or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place. In cases where it is not possible

or practical for the parent to attend, other alternatives to assure participation must be attempted.

The planning conference may be conducted without the parent being in attendance only if (1) the parent furnishes a written waiver of his or her right to participate, in accordance with due process procedures, or (2) there is sufficient documentation of attempts to arrange a mutually agreed upon time and place.

- Are annual goals to be stated separately in all aspects of the child's curriculum?

Annual goals means the expected behavior to be achieved through the implementation of the child's individualized education program (IEP). These goals must meet the unique needs of each handicapped child as determined by appropriate assessment procedures.

- Where do the short term objectives come in?

Short term instructional objectives measurable, intermediate steps between the present level of educational performance and the annual goals. Periodic revisions of these objectives may be necessary when the needs of the child have changed.

- How is the IEP evaluated?

The IEP committee is responsible for reviewing the child's program at least annually. The committee is to revise the IEP as necessary in view of the stated goals, objectives and services to be provided.

- Who pays for the implementation of an IEP for a child in a private school?

When private school placement is determined to be a necessary part of an Individual Education Program, the LEA (or SEA) must assume all costs.

- Who is responsible to see that this IEP is carried out?

It is the responsibility of the SEA to establish policies and procedures that assure the maintenance of an IEP for a child placed in a private school setting by a public agency. Every attempt should be made to include a representative of the private school in the development of the child's educational plan.

- Should a Placement Committee spend time planning for services that do not exist within the LEA?

The law states that an IEP shall be developed without regard to local availability of services. When the program has been determined, Placement

Committees must attempt to fulfill the requirements of the IEP even if it must enlist the aid of educators/programs beyond the boundaries of the LEA.

- If an LEA does not follow the IEP, can it "end up in court"?

Although the IEP is not intended as a binding contract, parents retain the right to a due process hearing if the IEP is not implemented.

PHYSICAL EDUCATION AND RECREATION

Questions and Answers

- Why do physical education services receive special attention in the law and the proposed rules?

  Special attention was given to physical education to conform with Congressional intent as stated in the House of Representatives Report No. 94-332; "The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child."

  Ref: Federal Register, Vol. 41, No. 252, Dec. 30, 1976
  House of Representatives Report No. 94-332

- How is physical education defined in the law?

  Physical education includes special physical education, adapted physical education and motor development and means the development of physical and motor fitness, fundamental motor skills and patterns, body mechanics, individual and group games and sports, skills to include intramural and lifetime sports, and dance and movement education.

  Ref: Proposed Code of Federal Regulations, Part 121a(4)

- Is a specially designed physical education program required for every handicapped child?

  No, each handicapped child shall be afforded the opportunity to participate in a regular physical education class available to non-handicapped children in the local educational agency, unless: (1) The child is enrolled full time in a separate facility; (2) the child needs specially designed physical education as prescribed in the child's individual education program; (3) the parents and the public educational agency agree that the child should not participate in the regular program. In all cases, if the child does not participate in the regular education program, a special program must be provided.

  Ref: Proposed Code of Federal Regulations, Part 121a(203)

APPENDIX H

Script for Slide Presentation

NATIONAL CONSORTIUM ON PHYSICAL EDUCATION

AND RECREATION FOR THE HANDICAPPED

Special Training Project

Script for

The Physical Education and Recreation

Implications of P.L. 94-142

1201 16th St., N.W., Suite 610E
Washington, D.C. 20036

Funded by the U.S. Office of Education,
Bureau of Education for the Handicapped, #G007603204

INTRODUCTION

On November 29, 1975, the Education for All Handicapped Children Act (P.L. 94-142) was signed into law. This law builds upon and expands the Education of the Handicapped Act, including Part B which provides assistance to states, as amended by the Education Amendments of 1974 (P.L. 93-380). P.L. 94-142 will become fully effective on October 1, 1977 (Fiscal Year 1978).

Physical education as a direct service has received special treatment under this law. Recreation is included in the law as a related service. A special training project has been awarded to the National Consortium on Physical Education and Recreation for the Handicapped by the USOE/BEH to assist SEA Directors of Special Education and SEA Directors of Physical Education to develop and implement the physical education and recreation components of individual state education plans. This slide presentation has been prepared as a training resource for this effort, and is based upon the most recent knowledge of the law at the present time.

William C. Chasey, Ph.D.
Project Director

W. Kay Ellis
Project Coordinator

William A. Hillman
Project Officer

(1) A Training Program ...

(1) This presentation has been prepared for a training grant in special physical education and recreation for state education agency directors of physical education and special education (2) awarded to the National Consortium on Physical Education and Recreation for the Handicapped.

(2) National Consortium

(3) NASDSE NASPE SSDHPER

(3) The grant is being conducted in cooperation with the National Association of State Directors of Special Education, the Adapted Physical Education Academy of the National Association of Sport and Physical Education, and the Society of State Directors of Health, Physical Education and Recreation, and (4) is funded by the U.S. Office of Education, Bureau of Education for the Handicapped.

(4) Funded by...

(5) Title

(5) The Physical Education and Recreation Implications of P.L. 94-142 -- The Education for All Handicapped Children Act of 1975.

(6) Equal Opportunity

(6) On November 28, 1975, President Ford signed Senate Bill 6 and P.L. 94-142 became a reality. The purpose of this authorizing law is to insure that all handicapped children in America will be treated equally with non-handicapped children with regard to identification, placement and all educational services.

(7) P.L. 94-142 amends 93-380

(7) P.L. 94-142 amends the Education of the Handicapped Act of 1974, P.L. 93-380.

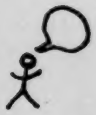
(8) 8 million

(8) Through testimony and research, the Congress found that there are more than 8 million handicapped children in the United States today, and that many of the special needs of these children are not being met.

(9) 50% Denied

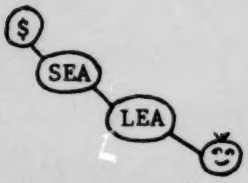
(9) They also found that 50% of these children were not receiving full educational opportunities, and that...

(10)



(10) 1 million were excluded from all educational opportunities and many more in regular classrooms had not been identified.

(11)



(11) Congress also found that with adequate funds, state and local educational agencies could provide appropriate special education services.

(12) Purpose

(12) The purpose of the law is for all handicapped children to receive a free appropriate public education which emphasizes special education and related services designed to meet each child's unique needs and protects their individual rights.

(13) Free Appropriate Public Education

(13) The term "Free Appropriate Public Education," as taken directly from the law, means...

(14) Special Ed. Related Svcs.

(14) special education and related services which have been provided at public expense, under public supervision and direction, and without charge; and which meet the standards of the state educational agency to include an appropriate preschool, elementary, or secondary school education which is provided in conformity with the individualized education program required under this law.

(15) Special Education

(15) "Special Education" is defined as specially designed instruction, at no cost to parents or guardian, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term

may include speech pathology and audiology, occupational and physical therapy, if those services are considered "special education" rather than "related services" under state standards.

(16) Physical Education

(16) Physical education is defined as follows: The term means the development of: (a) physical and motor fitness; (b) fundamental motor skills and patterns; (c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.

(17) Physical Education Services

(17) The final regulations specify that physical education services, specially designed if necessary, must be provided to every handicapped child who is receiving a free appropriate public education.

(18) Regular Physical Education

(18) The final rules and regulations continue by stating that each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children, unless...

(19) Enrollment in Separate Facility

(19) the child is enrolled full-time in a separate facility; or...

(20) Specially Designed Physical Ed.

(20) the child needs specially designed physical education, as prescribed in the child's individualized education program;

(21) Agency Provides Services ...

(21) If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(22) Comparable Services Provided

(22) The public agency responsible for the education of a handicapped child who is enrolled full time in a separate facility shall take steps to insure that the child receives appropriate physical education services in compliance with this section of the law.

(23) Related Services

(23) The final regulations further define "related services" as transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education,

(24) Includes:
• Recreation

(24) and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. Recreation includes: (a) Leisure Assessment; (b) Therapeutic Recreation; (c) Community Recreation; and (d) Leisure Education.

(25) Non-Academic/ Extracurricular Services

(25) Each state and local educational agency shall take steps to insure that handicapped children have available to them the variety of programs and services available to non-handicapped children, including art, music, industrial arts,

home economics and vocational education. They further shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities. Non-academic and extracurricular services and activities include athletics, health services, recreational activities, and special interest groups or clubs sponsored by the state or local educational agency.

(26)

(26) The term "individualized education program" means a written statement for each handicapped child developed in any meeting by ...

(27) *LEA Developed
*Teacher
*Parent
*Child

(27) a representative of the local education agency, who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children; the teacher; the parents or guardian of such child; and, whenever appropriate, the child. The statement shall include:

(28) Content

(28) a statement of the child's present levels of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills;

a statement of annual goals which describes the educational performance to be achieved by the end of the school year under the child's individualized education program;

a statement of short term instructional objectives;

a statement of specific educational services needed by the child;

the date when those services will begin and length of time the services will be given;

a description of the extent to which the child will participate in regular education programs;

a justification for the type of educational placement which the child will have;

a list of the individuals who are responsible for implementation of the individualized education program; and

objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

(29) Services
- Type of Phys. Ed. Program

(29) The statement of specific educational services needed by the child must include a description of all special education and related services which are needed to meet the unique needs of the child.

(30) SEA Responsibility

(30) The State Education Agency shall establish procedures to assure that each Local Education Agency will establish and implement the Individual Education Program for each handicapped child.

(31) Planning Conference

(31) The responsibility for initiating and conducting the individual planning conference rests with the Local Education Agency. The conference must be conducted at a time that is mutually acceptable to the parents or surrogates and participating agency personnel. Each Local Education Agency shall develop, or revise, whichever appropriate, an Individual Education Program for every handicapped child at the beginning of the school year, and review and, if appropriate, revise its provisions periodically but not less than annually.

(32) Private School

(32) The State Education Agency shall establish policies for the development, maintenance and evaluation of Individualized Education Programs for children in or referred to private schools or public educational agencies.

(33) Physical Education

(33) Physical education, according to the definition, must be a part of every handicapped child's Individualized Education Program.

(34) Recreation

(34) When recreation services are included as a part of the Individualized Education Program, either inside the public school or in a recreation setting, the cost is born by the public referring agency.

(35) Protection

(35) The State Education Agency and the Local Education Agency are responsible for protection procedures in the evaluation of handicapped children to include both formal and informal evaluations.

(36) Hearing Procedures

(36) A series of hearing procedures are outlined in the law in order for parents to be fully satisfied that their child is receiving a free appropriate public education.

(37) Excess Costs
Native Language
Intermediate Ed. Unit

(37) There are provisions in the law specifically dealing with Excess Costs, Native Language, and Intermediate Education Units.

(38) Excess Costs

(38) Excess costs means those costs which are in excess of the average annual per pupil expenditure in a local education agency during the preceding school year.

(39) Native Language

(39) Native language is defined as the language normally used by the child and his parents, and this language must be used in developing the Individualized Education Program.

(40) Ages 3-21 X % APPE

(40) Beginning in 1978, the formula for state entitlements will change from the present system of counting all children 3-21, to counting the number of handicapped served, ages 3-21, times a percentage of the average per pupil expenditure...

(41) 5% - 1978 40% - 1982

(41) ranging from 5% in 1978 to 40% in 1982. The final results could be an appropriation of over 3 billion dollars by 1982.

(42) Limitations

(42) There are two limitations to the amount authorized to be distributed to states: First, 12% of the number of all children aged 5-17 in the state; second, a learning disabilities limitation of 1/6 of the 12%.

(43) 1978/50% - LEA 1979/75% - LEA

(43) In 1978 a pass-through provision detailed in the law will go into effect, with 50% of the state's allocation to be distributed to Local Education Agencies. In 1979, 75% of the funds will be distributed to Local Education Agencies.

(44) SEA Eligibility

(44) In order to be eligible for federal funds, a State Education Agency must develop a State Plan with...

(45) State Plan

(45) written assurances...

(46) Child ID, Full Service, etc.

(46) that contain the identification, location, and evaluation of all handicapped children, regardless of the severity of their handicap; a full service timetable for all handicapped children; and due process procedures.

(47) Parent Consult., Personnel Dev., etc.

(47) Other required assurances are procedures for parent consultation, a program of personnel development, and assurances that a child will be educated in the least restrictive environment.

(48) Least Restrictive Alternative

(48) To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are to be educated with children who are not handicapped; and special classes, separate schooling, or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes cannot be achieved satisfactorily.

(49) Timetable

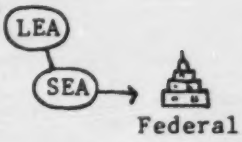
(49) By September 1978, all handicapped children in the state between the ages of 3-18 will have available to them a free appropriate, public education. The age range is extended in 1980 to ages 3-21. However, the requirement does not apply to the before 5 and over 18 populations of handicapped children if it is inconsistent with state law.

(50) Priorities

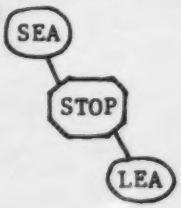
(50) A specific eligibility requirement of the law pertains to state priorities for service. The first priority is for handicapped children not receiving an education. The second priority is for service to the most severely handicapped children currently receiving an inadequate education.

(51) Child Find
Confidentiality
etc.

(51) In order to have a compliant application, a Local Education Agency must provide full educational opportunity for all handicapped children, including all of the assurances which the State Education Agency must provide to the federal government, such as child find, confidentiality, educational opportunity, and a timetable for full services.

(52) 

(52) The state must approve each Local Education Agency application, but no approval can be granted until the federal government approves the State Plan.

(53) 

(53) If a state finds that a Local Education Agency has failed to comply with provisions of the law, after notice is given, the state has the authority to cut off funds until compliance is met.

(54) Responsibility

(54) The state has the ultimate program responsibility and must insure that federal monies are not used to reduce state and local expenditures for the education of handicapped children.

(55) Personnel
Development

(55) Each State Plan shall set forth a description of programs and procedures for the development and implementation of a comprehensive system of personnel development, which shall include the in-service training of general and special educational instructional and support personnel.

(56) Incentive Grants

(56) The purpose of the incentive grant is to assist a state in the initiation, expansion, and improvement of programs and projects to further develop family-oriented educational programs for handicapped children age 3 through 5.

(57) Withholding and Judicial Review

(57) The withholding and judicial review sections of the law provide the authority for the U.S. Commissioner of Education to withhold payments to states for handicapped programs if State Education Agencies are not in compliance with the provisions of P.L. 94-142.

(58) The Education for All Handicapped Children

(58) The Education for All Handicapped Children Act of 1975 has many far-reaching ramifications and is the most significant legislation to date for the fields of physical education and recreation.

NATIONAL CONSORTIUM ON PHYSICAL EDUCATION

AND RECREATION FOR THE HANDICAPPED

Special Training Project

Script for

The Recreation Implications

of P.L. 94-142

1201 16th St., N.W.; Suite 610E
Washington, D.C. 20036

Funded by the U.S. Office of Education,
Bureau of Education for the Handicapped, #G007603204

1 This presentation has been prepared for a training grant in special physical education and recreatio for state education agency directors of physical education and special education ...

2 awarded to the National Consortium on Physical Education and Recreation for the Handicapped.

3 The grant is being conducted in cooperation with the National Association of State Directors of Special Education, the Adapted Physical Education Academy of the National Association of Sport and Physical Education, and the Society of State Directors of Health, Physical Education and Recreation, and is ...

4 funded by the U.S. Office of Education, Bureau of Education for the handicapped.

5 "The Recreation Implications of P.L. 94-142 -- The Education For All Handicapped Children Act of 1975"

6 On November 28, 1975, President Ford signed Senate Bill 6 and P.L. 94-142 became a reality. The purpose of this authorizing law is to insure that all handicapped children in America will be treated equally with non-handicapped children with regard to identification, placement and all educational services.

7 P.L. 94-142 amends the Education of the Handicapped Act of 1974, P.L. 93-380.

8 Through testimony and research, the Congress found that there are more than 8 million handicapped children in the U.S. today, and that many of the special needs of these children are not being met.

9 They also found that 50% of these children were not receiving full educational opportunities, that ...

10 1 million were excluded from all educational opportunities, and many more in regular classrooms had not been identified.

11 The purpose of the law is for all handicapped children to receive a free appropriate public education which emphasizes special education and related services designed to meet each child's unique needs and protects their individual rights.

12 The term "Free Appropriate Public Education," as taken directly from the law, means ...

13 Special Education and related services which have been provided at public expense, under public supervision and direction, and without charge; and which meet the standards of the state educational agency to include an appropriate preschool, elementary, or secondary school education which is provided in conformity with the Individualized Education Program (IEP) required under this law.

14 Special Education is specially designed instruction, at not cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term may include speech pathology and audiology, occupational and physical therapy <u>if</u> those services are considered "special education" rather than related services under state standards.

15 "Physical Education" is defined as follows:

The term means the development of: physical and motor fitness; fundamental motor skills and patterns; skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.

The final regulations specify that physical education services, specially designed if necessary, must be provided to every handicapped child who is receiving a free appropriate public education.

16 The final regulations continue by stating that each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children, unless the child is enrolled full-time in a separate facility, or ...

17 the child needs specially designed physical education as prescribed in the child's individual education program. If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

18 The public agency responsible for the education of a handicapped child who is enrolled full time in a separate facility shall take steps to insure that the child receives appropriate physical education services in compliance with the regulations.

19 The final regulations further define "related services" as transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education, ...

20 and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes.

21 Recreation falls within the scope of the law as a related service. One whose value can be directed toward assisting the handicapped child to minimize the effects of the handicapping condition.

22 As a "related service" the recreation service may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

23 The parameters of recreation in the context of the published regulations incorporates four specified elements:

24
1. Assessment of Leisure Function
2. Therapeutic Recreation Services
3. Recreation programs in schools and community agencies
4. Leisure Education

25 The values inherent to recreation are, in the very least, equally pertinent to the handicapped chld as they are to the non-handicapped -- and in the broader sense, are frequently more important.

26 Recreation provides the handicapped child with the opportunity for self-enhancing success experiences in a life more often marked by defeats.

27 Research indicates that recreation activities improve physical, social, and intellectual skills in handicapped children.

28 However, the ability to enjoy and benefit from recreation experiences requires that the handicapped child has:

- positive attitudes about leisure participation
- awareness of its need
- ability to plan for and choose leisure options
- interest, skill, and capability to participate
- access to resources
- motivation and support
- ability to build upon success experiences and to adapt participation patterns throughout life

29 Assessment of Leisure Function can be interpreted as the use of accepted concepts of such services as activity analysis, leisure counseling, and leisure education to evaluate attitudes, knowledge, skills, and physical capacities as they affect the handicapped child's recreation needs and interests.

30 Thus, the Assessment of Leisure Function provides a prescriptive base of the handicapped child's recreation needs and capabilities -- so that recreation activities can be used as a supportive element for his total education.

31 Therapeutic Recreation is a process within the field of recreation which directs itself to services for special populations -- with a heavy emphasis on serving recreation needs of the ill and the handicapped.

It is a process that uses recreation as a purposive intervention in some type of behavior in order to modify or change that behavior or to promote the growth and development of the handicapped or disabled individual.

Therapeutic Recreation incorporates, among its other services, the areas of activity analysis, leisure counseling, and prescriptive programming.

Therapeutic recreators are specialists with specialized training, whose services are performed in institutions, schools, and in the community.

32 Participation within community settings can evolve attitudes which will close the gap traditionally separating the handicapped and non-handicapped population in normal life activities.

The recreation activities conducted in the regular school program; after-school and intramural recreation; together with the community education programs are all settings for needed leisure experiences of handicapped children under school auspices. Services of these types available for the non-handicapped must be equally accessible to the handicapped child.

33 Education for the worthy use of leisue was established as a cardinal principle of education 60 years ago. While adopted as a principle it has rarely been implemented as a practice.

An appropriate curriculum must incorporate preparation for leisure as a means of facilitating life adjustment and enhancing the quality of life. Learning how to find enjoyment and meaning during leisure is as important a part of a total educational program as learning to read, speak and count.

Leisure education experiences enable handicapped children to expand their environment and its resources from the classroom to the school and its surroundings; to the neighborhood and to the community.

A comprehensive leisure education program, in addition to helping the handicapped individual discover new talents and forms of personal expression, provides the personal skills which will facilitate participation. These include the social and intellectual skills, as well as those related to the performance of the activity, and together they help propel the handicapped child into the normal community currents.

34 Under P.L. 94-142, community agencies can contract with the school system to provide the recreation services established as essential for the education of handicapped children.

35 The components of the placement process include assessment of the child, a planning conference, and the development of the IEP.

36 Assessment is a method of determining where a student is functioning at a particular point in time using specific criteria. Assessment instruments may be standardized normative data, criterion referenced material (from the curriculum), and observation. No one single test may be used to assess the child. Because of the lack of sufficient numbers of assessment instruments in the recreation field, recreation personnel will have to rely heavily on observation for assessment of the child.

37 Using the information gathered from the assessment process, a placement committee holds a planning conference to determine placement of the child and development of the individual education program (IEP). The placement committee, at a minimum, must consist of a representative from the local education agency (LEA), the teacher, the parents or guardian, and the child when appropriate.

The responsibility for initiating and conducting the individual planning conference rests with the LEA, and it must be conducted at a time that is mutually acceptable to the parents or guardians and participating agency personnel.

38 The term "IEP" means a written statement for each handicapped child developed in any meeting by the placement committee and shall include:

- the child's present level of educational performance
- a statement of annual goals
- instructional objectives
- specific educational services needed by the child
- the date those services will begin and the length of time those services will be given
- the extent to which the child will participate in the regular education program
- a list of individuals who are responsible for implementation of the IEP.

Each LEA must develop, or revise, an IEP for every handicapped child at the beginning of the school year. They must also review periodically, but not less than annually, and revise if necessary, the provisions of the IEP.

39 The State Education Agency (SEA) shall establish procedures to assure that each LEA will establish and implement the IEP for each handicapped child...

40 including children in or referred to private schools or other public agencies.

41 The SEA and the LEA are responsible for protection procedures in the evaluation of handicapped children to include both formal and informal evaluations.

42 A series of hearing procedures are outlined in the law in order for parents to be fully satisfied that their child is receiving a free appropriate public education.

43 To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are to be educated with children who are not handicapped; and special classes, separate schooling, or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes cannot be achieved satisfactorily.

44 A specific eligibility requirement of the law pertains to state priorities for service. The first priority is for handicapped children not receiving an education. The second priority is for service to the most severely handicapped children currently receiving an inappropriate education.

45 Beginning in 1978, the formula for state entitlements will change from the present system of counting all children 3-21, to counting the number of handicapped served, ages 3-21, times a percentage of the average per pupil expenditure (APPE) ranging from 5% in 1978 to 40% in 1982. The final results could be an appropriation of over 3 billion dollars by 1982.

There are two limitations to the amount authorized to be distributed to states: First, 12% of the number of all children aged 5-17 in the

state; second, a learning disabilities limitation of 1/6 of the 12%.

In 1978 a pass-through provision detailed in the law will go into effect, with 50% of the state's allocationto be distributed to Local Education agencies. In 1979, 75% of the funds will be distributed to LEAs.

46 There is a provision in the law for incentive grants. The purpose of the incentive grant is to assist a state in the initiation, expansion, and improvement of programs and projects to further develop family oriented educational programs for handicapped children age 3 through 5.

47 The Education for All Handicapped Children Act of the 1975 has many far-reaching ramifications and is the most significant legislation to date for the fields of physical education and recreation.

APPENDIX I

Needs Assessment Survey Instrument

NATIONAL CONSORTIUM ON PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED
Special Training Project - 1201 16th St., N.W., Washington, D.C. 20036

INSTRUCTIONS

State Needs Assessment

By completing this survey you will assist the National Consortium on Physical Education & Recreation for the Handicapped - Special Training Project to determine state training needs in physical education and recreation for the handicapped. The information derived from this study will enable us to better assist states in their efforts to comply with the physical education and recreation requirements of P.L. 94-142. Your cooperation is sincerely appreciated.

Please respond twice to each statement presented on the following pages as they apply to your state:

(1) To what extent does the condition actually exist?

(2) To what extent should the condition exist?

Your responses to these two questions about each statement will be selected from the following five choices:

Actually Exists	Should Exist
(1) Condition does not exist at all.	(1) Condition should not exist at all.
(2) Condition exists to a slight extent.	(2) Condition should exist to a slight extent.
(3) Condition exists to a moderate extent.	(3) Condition should exist to a moderate extent.
(4) Condition exists to a fairly large extent.	(4) Condition should exist to a fairly large extent.
(5) Condition exists to a very large extent.	(5) Condition should exist to a very large extent.

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

Example

	Actually Exists	Should Exist
Personnel preparation programs in physical education include coursework in special education.	2	5

In the example, the person answering has indicated that (a) he/she believes that to a slight extent personnel preparation programs for physical education include some coursework in special education, and that (b) he/she believes that to a very large extent prospective physical education teachers should have some exposure to the field of special education through courses in that field.

Remember to respond to both scales for each statement. Please be objective and use "do not know" only if you can make no judgment. A scale is provided on each page for your reference when responding to the items.

Thank you for your cooperation.

(SE)

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

	Actually Exists	Should Exist
I. PHYSICAL EDUCATION		
1. The State Education Agency sets specific guidelines for assessment and evaluation in physical education for handicapped children.	____	____
2. The State Advisory Panel includes a member from the adapted physical education field.	____	____
3. Physical education is a significant part of the education curriculum for all handicapped children.	____	____
4. Teacher-pupil ratos are adequate in providing for special needs within regular physical education classes.	____	____
5. The State Education Agency monitors physical education programming for handicapped children in local school districts.	____	____
6. Specially trained physical education personnel are effectively used in the IEP planning process to determine appropriate physical education programming.	____	____
7. Program resources (instructional materials and media) are available for effective and efficient conduction of physical education programs for handicapped children.	____	____
8. Physical education designed as a developmental program of instruction is available to all handicapped children.	____	____
9. The state education plan contains specific planning for physical education programming for handicapped children.	____	____
10. Sufficient numbers of qualified personnel to meet the physical education requirements of P.L. 94-142 are available throughout the state.	____	____
11. Staff development programs are provided for special education/regular education teachers to acquaint them with relevant methods, procedures, and techniques that can be used in physical education programming for handicapped children.	____	____
12. Physical education programs impact upon other related programs in the community, schools, and institutions.	____	____

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

	Actually Exists	Should Exist
13. Special education/regular education teachers provide special physical education instruction when required in a handicapped child's IEP.	_____	_____
14. Pre-service curricula for special education teachers contain a unit in special physical education.	_____	_____
15. Certified adapted physical education specialists serve as resource persons to special education personnel.	_____	_____
16. In-service training in adapted physical education for regular/ special educators is a high priority.	_____	_____
17. Special educators and phsyical educators work together to develop appropriate physical education programs for handicapped children.	_____	_____
18. Regular physical education teachers adjust adequately to problems arising from the integration of handicapped children in regular classes.	_____	_____
19. The State Education Agency provides leadership in identifying physical education personnel preparation needs, both at pre-service and in-service levels.	_____	_____
20. Parents are directly involved in the decision-making process regarding special physical education programs.	_____	_____
21. Public schools employ special physical education teachers.	_____	_____
22. As much emphasis is given to physical education programs for the handicapped as is given other curriculum areas.	_____	_____
23. Physical education and special education administrators in the State Education Agency work together to develop the physical education component of state education plans.	_____	_____
24. The special education division of the State Education Agency employs a consultant in physical education for the handicapped.	_____	_____
25. National technical assistance in physical education is provided to State Education Agency personnel within the state.	_____	_____

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

		Actually Exists	Should Exist
	II. RECREATION		
1.	Therapeutic recreation specialists are used by local school districts in recreation programming for handicapped children.	_____	_____
2.	Special educators use a variety of recreation experiences (field trips, outdoor education experiences, theatre trips, etc.) as part of the on-going educational process.	_____	_____
3.	Leisure education is an integral part of every handicapped child's education program.	_____	_____
4.	Education in leisure time activities and skills is equal in importance to other subject areas in a total curriculum for handicapped children.	_____	_____
5.	Local school districts use the resources of community recreation programs.	_____	_____
6.	Handicapped children participate in extra-curricular activities provided by the school system.	_____	_____
7.	Recreation programs outside the school are utilized to meet the physical education requirements for handicapped children.	_____	_____
8.	Community recreation program personnel work closely with education personnel in planning year-round opportunities for handicapped children.	_____	_____
9.	Qualifications of recreation personnel used within the school system are determined by national or state professional criteria.	_____	_____
10.	Leisure assessment is part of the basic evaluation and assessment of handicapped children in the preparation of IEPs.	_____	_____
11.	Regular and special educators are familiar with methods for assessing the leisure functioning level of handicapped children.	_____	_____
12.	In-service activities relative to recreation and other related services are provided to special educators.	_____	_____
13.	Leisure education and recreation for handicapped children are included in state education plans.	_____	_____
14.	The State Education Agency employs a full-time therapeutic recreation consultant.	_____	_____